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ABSTRACT

The overall objective of the project described in this report was to assess the impact of research, exemplary projects, and associated technical services, sponsored by Kentucky's Research Development Unit (RDU), on Kentucky vocational education during the 1970 through 1975 period. Six major sections are included. The introduction presents an overview of the project and background information, and a review of other RDU evaluation studies. The second section explains the basic problem under consideration during the project's evaluation study and details the ten specific objectives which it accomplished. It also details the study's intent, objectives, constraints, and strengths. The third section explains the study's methodology, which included the following five major activities: (1) The identification of all research and development projects sponsored by the RDU during the 5-year period, (2) the development of a classification scheme for categorizing all RDU funded projects, (3) the development and administration of two surveys designed to help assess the impact of the RDU, (4) onsite visits to five projects, and (5) a 3-day onsite evaluation of the RDU by three project staff members and two outside consultants. Section four describes the results. Section five and six respectively present the conclusions and recommendations generated by the study. Finally, the appendixes contain the instrumentation associated with the study's data collection efforts. (HD)

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FINAL REPORT

AN EVALUATION OF THE RESOURCE DEVELOPMENT UNIT OF THE KENTUCKY BUREAU OF VOCATIONAL EDUCATION

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The Resource Development Unit (RDU) of the Kentucky Bureau of Vocational Education is the state agency responsible for research and exemplary activities in vocational education. During the period July 1, 1969 through June 30, 1975, the RDU sponsored 61 research and exemplary projects. It also provided a broad range of technical services to Kentucky vocational education during that period. However, relatively little attention has been given to an evaluation of the overall impact of those activities. This lack of evaluation is found nationally as well as in Kentucky. This particular study was designed to help close this information gap by evaluating the overall impact of the RDU on vocational education in Kentucky.

The Center for Vocational Education would like to commend the Kentucky Bureau of Vocational Education for initiating an evaluation effort to their own improvement. In most instances, evaluation efforts have been conducted only at the request of funding sponsor or other outside agencies.

The RDU staff personnel have contributed to this evaluation in many ways. Dr. B. Glen Davis, project monitor, has been especially helpful in this regard.

Special thanks are extended to Dr. Mary Kievit, Rutgers University and Dr. Ron McCage, the Illinois Office of Education, for their valuable contributions as members of The Center's RDU site review team.

Finally, appreciation is also extended to Dr. N. L. McCaslin, project director; Ms. Kay Adams, Mr. Joe Gross and Mr. Robert Sackrison, Graduate Research Associates who conducted this evaluation study; and Ms. Marlene Linton and Ms. Joyce Foltz who typed this manuscript.

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Abstract

Title of Project: An Evaluation of the Resource Development Unit of the Kentucky Bureau of Vocational Education

Project Duration: October 1, 1975 to June 30, 1976

This report details the objectives, methodology, and results of an evaluation of the Resource Development Unit (RDU) of the Kentucky Bureau of Vocational Education (BVE) conducted by The Center for Vocational Education (CVE) at The Ohio State University.

The study's overall objective was to assess what has been the impact on Kentucky Vocational Education of research, and exemplary projects as well as associated technical services sponsored by the RDU during the period July 1, 1970 to June 30, 1975. To this end, five major activities were conducted by CVE's project staff. The first consisted of the identification of all research and development projects sponsored by the RDU during the period under study. Data collected on each project included its title, location, funding level and source, contractor and contact person. Sixty-one projects were identified. The second activity was the development of a classification scheme for categorizing all RDU funded projects. The resulting classification system consisted of the following eight categories: administration and planning, curriculum development, teacher education, career education, dissemination, evaluation, guidance-placement-follow-up, and other. The third activity consisted of the development and administration of two surveys designed to help assess the impact of the RDU on Kentucky vocational education. These surveys were mailed to a random sample of 532 Kentucky vocational educators and 61 key contact people who had participated in RDU funded projects. The fourth activity involved on-site visits to five projects designated as having high impact and five projects designated as having low impact. The fifth activity was a three-day on-site evaluation of the RDU by three CVE project staff members and two outside consultants.

INTRODUCTION

Overview

The Resource Development Unit (RDU) of the Bureau of Vocational Education (BVE) is responsible for the coordination of research, exemplary and dissemination activities relating to vocational education in Kentucky. It is also charged with playing a leadership role in helping the BVE to determine the future directions which Kentucky vocational education should take. The RDU's primary activities include the determination of priority topics for research, development, and dissemination; the development of program budgets to meet these needs; the solicitation, reviewing, and funding of projects to carry out these programs; the monitoring of funded projects to assure that they are accomplishing their intended purpose; and, ultimately, the introduction of the findings of research and exemplary projects into vocational education programs in Kentucky. The purpose of this evaluation report is to help the RDU assess the impact that its activities have had on vocational education in Kentucky during fiscal years 1970 through 1975 and to provide recommendations which could further enhance the impact of the RDU's services. The report itself is the culmination of a nine month evaluation study of the RDU conducted by The Center for Vocational Education (CVE) at The Ohio State University.

This report is divided into six major sections plus appendices. The introduction presents an overview of the project, a review of other RDU evaluation studies, and background information on this particular study. The second section explains the basic problem under consideration during this evaluation study and details the ten specific objectives which it accomplished. It also details the study's intent, objectives, constraints and strengths. The third section explains the study's methodology. Section four describes its results. Section five and six respectively present the conclusions and recommendations generated by the study. Finally, the appendices contain the instrumentation associated with the study's data collection efforts.

Review of Related Evaluation Literature

A number of third party evaluations of the roles and impact of Research Coordination Units (RCU's) have been

conducted in recent years. This section will present a brief overview of the objectives and findings of several of these studies.

Keith Goldhammer and his associates completed a national Research Coordination Unit Program Evaluation in March 1969. This early study influenced much of the subsequent evaluation of these agencies. Its main objectives were to determine the: (1) extent to which federally defined objectives of the RCU had been achieved; (2) extent to which federally defined objectives of RCU program were congruent with those of the individual units; (3) relation between achieving RCU objectives and certain antecedent and independent variables; and (4) the effectiveness with which funds had been used. Questionnaires were set to RCU directors, State Directors of Vocational Education, university personnel, university-centered RCU directors, supervisors and local vocational education directors. The study found a significant variance in selection and priority ranking of United States Office of Education (USOE) objectives among RCU and state directors from state to state, and between RCU and state directors taken as a group. Stimulation and encouragement of occupational education research and development activities were the most frequently chosen objectives of both groups of directors. From that point on, there was little consistent agreement either as to selection or ranking of priority objectives. This indicated a divergent view of goals and purposes of RCU's from state to state. RCU directors perceived a variety of obstacles to the achievement of objectives. Chief among these were staffing and funding. About 33 percent noted unfavorable research climate in their states, political situations, or administrative organizational problems as impediments. RCU strengths centered around inter-agency cooperation and positive administrative relations for nearly 75 percent of the respondents.

In general, local and university respondents indicated little, if any, knowledge of the RCU, its role, function, or existence. Those who did have working relationships with an RCU generally were positive toward it.

In August 1972, the American Management Center of Philadelphia, Pennsylvania completed An Assessment of the Impact of Vocational Education Research and Related Projects on Educational Practice in Pennsylvania Since 1966. The study gathered descriptive data on 115 RCU projects funded from 1966 through March 1972. Its general findings were that: (1) most projects were housed in public schools (grades 9-12) serving large rural or urban communities; (2) most targeted populations were "regular" students but disadvantaged and handicapped students were represented; (3) research, curriculum development, and training programs were the major foci of

most projects; (4) project impact on educational practices tended to be limited to local geographic areas; (5) local vocational education advisory councils were little used, but when used, they proved to be effective; (6) most project trainees were white, with blacks accounting for 7.5 percent of all trainees; and (7) adequacy of RCU funding, external and internal influences, and assistance received had the strongest influences on outcomes among all those projects.

Tadlock Associates of Los Altos, California completed an assessment of the effectiveness of research and development projects supported by the Research and Development Unit (RDU) of the Illinois Division of Vocational and Technical Education (DVTE) in August 1972. Entitled a Review and Assessment of the Impact on Occupational Education Resulting from Research and Development Activities Supported by the Division of Vocational and Technical Education of Illinois, the study concluded that the greatest impact of research and development had been at the local levels where local education agencies (LEA's), colleges, and universities had become involved in the research process. On the whole, many projects didn't make the transition from the research phase to the operational phase in other LEA's because of the lack of a mechanism for accomplishing this. Increasing project emphasis has been placed on career education and the development of occupational programs to prepare students for emerging technologies. Local inputs evidently had little impact on DVTE research and development policy.

The Center for Vocational Education at The Ohio State University completed An Assessment of the Impact of the Wisconsin Vocational Research Coordination Unit in October 1974. The study assessed the impact of vocational education research and exemplary projects funded through the RCU and the Department of Public Instruction (DPI). Its general conclusions were that: (1) the RCU has had a moderate to substantial impact through the projects it has funded while the DPI's impact has been at least moderate and possibly substantial; (2) the basic RCU process of receiving, processing, and assisting project is satisfactory, however, respondents weren't as well satisfied with its dissemination efforts. The DPI appeared to serve as an important source for new project ideas and did a credible job of providing consultative assistance and establishing project guidelines, however, dissemination was one of several areas of possible improvement; (3) respondents indicated that the RCU has had a moderate impact on occupational education in the state; (4) agencies funded by the RCU in the past are becoming more dependent upon Federal funds for research and development projects. The study also found a decreasing dependency on DPI funds and a corresponding dependency on funds from other sources; and (5) the RCU review process for proposed projects was well-documented and functioned fairly well, however, the DPI project proposal review process was not clearly established and well-documented.

Jesse S. Clemmons analyzed the Roles and Objectives of State Research Coordinating Units as Perceived by RCU Directors and State Directors of Vocational Education in a dissertation submitted in May 1975 to the faculty of Agricultural Education at Pennsylvania State University. His research objectives were to describe the roles and objectives of RCU's as perceived by their directors operating in various administrative settings and to compare their perceptions with those of state directors of vocational education. Instrumentation was distributed to those two categories of individuals in each of the 50 states. The chief findings included the fact that many RCU's have been administratively relocated since 1966. While 57 percent were located within state departments in 1966, this figure had risen to 86 percent in 1974. More than half of all RCU's administered their state's share of exemplary funds. Both RCU and state directors projected greater levels of role responsibility than they perceived were actually happening for RCU's administratively located within the state departments. No change in degree of responsibility was projected for RCU's outside the state departments.

Developmental Associates published An Evaluation of Vocational Exemplary Projects in March 1975. It was an assessment of the federal and state administered portions of projects funded under Part D of the 1968 amendments to the Vocational Education Act. The study focused on determining the extent to which projects undertaken during the first three years of operations (i.e., June 1970 to July 1972) had achieved the enabling legislation's intent which was to aid students in obtaining satisfying employment and reduce the overall rate of youth unemployment.

The study's findings emphasized the following major points: (1) In 37 of the 50 projects visited (74 percent) the federal dollars expanded were below the level planned. In part, the generally high level of project under expenditures was attributed to the timing of the federal grant actions and the first year startup requirements in many projects. Also, financial records maintained by many project managers were inadequate; (2) The extent to which projects carried out the activities specified in USOE policy varied considerably across the 50 projects; (3) The greatest impact of the program was at the elementary school level. (4) On a project by project basis, the impact of the program on students was small with the bulk of favorable outcomes in each student group confined to a small group of projects.

Data from the study showed that typically projects had addressed four federal activity areas: familiarization, work experience, skill training, and guidance and counseling. Virtually all projects had some level of familiarization activities. Those which scored the highest with regard to student outcome measures involved fewer participants at

higher cost than did other projects. More significantly, the highest scoring projects apparently devoted substantial resources to initial startup activities.

Typically, work experience activities involved 1.3 percent of the average project's participants at 18 percent of the total Part D cost. However, projects varied considerably with regard to the support which they provided for work experience participants. Participants in skill training comprised an average of 2.9 percent of these projects' total enrollment and cost approximately 17 percent of the average total project Part D budget. There was a significant decrease in the relative level of support for skill training and an increase in the relative support for high school familiarization activities during the last year of the program. The typical project provided occupational guidance and counseling as an integral part of some other treatment (e.g., work experiences).

The study's overall findings suggest that, in general, neither the federally sponsored activities nor the federally expected student outcomes of the program occurred at the level planned. The authors suggest that, while a number of reasons for this were possible, the most likely were associated with the general lack of a set of clearly defined objectives, definitions, and managerial requirements and procedures at both the project and federal levels.

In April 1975, the Rand Corporation, under the sponsorship of the U. S. Office of Education, published a review of its findings after a multi-year study of federally-funded programs designed to introduce educational change in American public schools. Entitled Federal Program Supporting Educational Change, Vol. IV: The Findings Review, the report focused upon the nature, permanence, and extent of educational innovations that have been associated with various federal programs.

Rand researchers were convinced by a review of the literature on educational change that federal efforts to stimulate it had lead to disappointing results. They concluded that this may have been due less to inadequate innovative educational technologies and treatments than to the way in which they had been implemented. Consequently, to guide their investigations, the Rand researchers concentrated upon: (1) developing a model of the innovative process which focused on implementation; (2) defining outcomes that assessed the effectiveness of implementation and the extent to which the innovative project met the policy goals of project continuation and dissemination; and (3) identifying factors affecting the innovative process.

Rand's findings fell into two major categories. The first dealt with the process of innovation. The study's innovative process model was divided into three stages: initiation, implementation, and incorporation. The researchers found that during the initiation stage, the interaction of several factors tended to result in an initiation process that could be characterized as either opportunistic or problem-solving. The former consisted of an effort to take advantage of external funding with little reference to local school needs or commitments. The latter was seen as assisting schools to meet local needs. The study's evidence suggested that the search for alternative approach, long associated with problem-solving, did not take place. In developing projects, local school districts used information which was already known to their own personnel. These personnel may have felt that the suitability of innovations depended primarily on local conditions.

The implementation stage consisted of a complex set of interactions between projects and their settings. Projects which were likely to be effectively implemented were characterized by mutual adaptation between innovations, staffs, teachers, and students. Mutual adaptation occured only in problem-solving projects which required behavioral change on the part of the involved parties.

The third stage of the innovation process, incorporation, took place in different forms. These ranged from the assimilation of new practices by project staffs, with no formal school district continuation decisions required, to conscious decisions by local districts to commit resources to extend innovative projects. Projects that replaced existing practices were more likely to be incorporated than those that supplemented the existing curriculums. At the individual school building level, incorporation was more likely under the following conditions: an emphasis on training rather than on the introduction of new technology, training focused on practical classroom issues rather than theoretical concepts, and local development of materials rather than reliance on outside consultants. District level continuation decisions were based upon how local officials perceived projects in terms of whether or not they were: (1) successful, (2) affordable, (3) important to the district's priorities, and (4) politically acceptable. For opportunistic projects, the answer to the first three points were usually negative. In the case of problem-solving projects, the answer to all four was often positive.

The second major category of the Rand study's findings concerned factors affecting the implementation and continuation of educational innovations. Project

characteristics, institutional settings, and federal policies were considered as variables in this regard. Project characteristics which had the most important effect on implementation outcomes and continuation consisted of implementation strategies and the substance as well as scope of proposed organizational changes. Other project characteristics, such as resource level and type of educational treatment or technology, had relatively little effect on project outcomes.

Institutional setting was a crucial factor in effective implementation. Its key elements were high teacher morale, support from principals and district administrators, and teacher willingness to make extra efforts on behalf of innovative projects. Federal policies had little influence on effective implementation and outcomes.

The Rand study concluded that receptive institutional settings were necessary but not sufficient to explain the effective implementation of innovations. Implementation strategies which promoted mutual adaptation were critical to success. Other major factors affecting implementation were the implementation strategies employed and the scope of change implied by projects relative to their settings. Neither technology nor project resources nor federal management strategies influenced outcomes in major ways. Thus, project outcomes primarily depended upon internal factors and local decisions rather than external inputs.

The current study of the Kentucky RDU's impact on vocational education in that state benefitted from the studies reviewed here. The study drew heavily on Goldhammer's RCU objectives in developing questionnaire items for use with a random sample of Kentucky vocational educators. Some questionnaire items from the Wisconsin RCU study were modified for inclusions on several of the instruments used in the current study. The Rand study's emphasis upon project characteristics was especially useful in developing a Project Director Interview Schedule for use during on-site interviews at RDU-funded projects. Rand's discussion of project characteristics and institutional settings was influential in helping CVE's project staff to develop the structure of this particular data collection instrument. Finally, like its predecessors, the Kentucky study relied primarily upon a mail survey made of data collection from a variety of RDU clients and target audiences.

Background of the Study

Congress authorized funds for use in research, and exemplary projects in vocational education as part of the

Vocational Education Act of 1963 and its major amendments. The expenditures of these funds were specified under section 4 (c) of P.L. 88-210, Part C, Section 131 (b) and Part D, Section 142 (d) of P.L. 90-576.

In Kentucky, the Resource Development Unit (RDU) of the Bureau of Vocational Education (BVE) is responsible for these funds. During fiscal years 1970 through 1975, the RDU funded 47 Part C (research) and Part D (exemplary) projects with a total obligated funding level of approximately $1,499,000. During the same period, the RDU also administered the funding of ten Part B (administration) and four Appalachian Regional Commission (ARC) projects. The total obligated spending authority for these projects exceed $1,312,000. Thus, as part of its efforts to enhance the delivery of vocational education in Kentucky, the RDU funded 61 research, development, exemplary and dissemination projects at an aggregate spending level in excess of $2,811,000 during fiscal years 1970 through 1975.

Nationwide, present conditions are such that legislators and the public are asking governmental agencies to be more accountable for the expenditure of tax monies. Government watchdog agencies including the Comptroller General and the General Accounting Office (GAO) have been critical of the general lack of reliable information on the impact of federally funded vocational education projects. In a December 31, 1974 report to the Congress on What is the Role of Federal Assistance for Vocational Education, the Comptroller General concluded that data for evaluation of vocational programs is either inadequate or unused. GAO, in its report on Career Education: Status and Needed Improvements, issued on January 26, 1976, noted the importance of evaluating the impact of research and model projects funded under the Vocational Education Act; however, it concluded that, on an overall basis, the absence of adequate evaluation procedures and data precluded meaningful assessments of the various projects. Both the Comptroller General and GAO recommended that improved evaluation should become an integral part of vocational education projects. Thus, it is evident that inadequate information is currently available to insure national accountability for funds expended on vocational education projects. Limited efforts have been made to assess the impact of research, development, and exemplary vocational education projects in individual states. Several states, including Illinois, Pennsylvania and Wisconsin have commissioned such evaluations. However, no attempt has been made to evaluate the impact of similar projects on vocational education in Kentucky. It is the purpose of this report to help fill this void by presenting the findings and recommendations generated by The Center for Vocational Education's recently completed evaluation of the impact of vocational research, development, exemplary, and dissemination projects as well as associated technical assistance efforts sponsored by Kentucky's RDU during the period FY 1970-1975.

ACTIVITIES AND ACCOMPLISHMENTS

Problem Under Consideration

Intent

The RDU has funded numerous research, development, exemplary and dissemination projects in Kentucky since its inception on June 5, 1965. These projects have encompassed such diverse topical areas as: administration and planning, curriculum development, teacher education, career education, dissemination, evaluation, guidance, placement, and follow-up. The central focus of this particular evaluation has been to assess the relationship between these projects, associated technical services, and observable changes in vocational education within Kentucky. The overall evaluation question was: What has been the impact on vocational education of research, and exemplary projects as well as associated technical services sponsored by the Resource Development Unit of the Kentucky Bureau of Vocational Education?

Objectives

Ten specific research objectives were jointly identified by the RDU and CVE to answer the overall evaluation question. These objectives were:

1. To determine the degree to which Kentucky educators (e.g., vocational teachers, school administrators, state department personnel, college and university personnel, etc.) perceive that the RDU has met its goals.

2. To establish a system for categorizing research and exemplary projects funded by the RDU.

3. To determine the awareness level of Kentucky education personnel toward each category of research and exemplary projects identified above.

4. To determine the degree of impact that each category of research and exemplary projects has had on vocational education, as perceived by Kentucky educators.

5. To determine the percentage of resources that the state and local schools contribute to funded and non-funded research and exemplary efforts in vocational education.

6. To determine the extent to which funded research and exemplary projects continue to operate.

7. To identify tangible evidence of impact for research and exemplary projects from the evaluation reports submitted to the RDU, questionnaires submitted by the project personnel, and on-site visitations to selected projects (e.g., lowered dropout rates, changes in school board policies, increased student achievement, etc.).

8. To determine characteristics that tend to distinguish projects with higher impact from those with lower impact.

9. To determine the attitude of project directors toward the selection, monitoring, and dissemination activities conducted by the RDU for research and exemplary activities.

10. To examine the procedures followed in the selection, monitoring and dissemination of research and exemplary projects and make recommendations for future direction based on the findings of this study.

Constraints

Various resource and methodological constraints limited the research choices available to CVE's project staff. Tradeoffs had to be made between the constraints inherent in this type of evaluation study and the necessity to provide its sponsors with valid and useful information. For example, all evidence was post hoc. Although it would have been more desirable to have collected evaluation data during the five year operating period covered by the study, that methodological option was simply not open

to the CVE project staff. Another example of a constraint was the evaluation's partial reliance upon non-objective data from RDU funded projects. It would have been more desirable to have collected objective data; however, given the large number of projects to be studied and the time and funds available to the CVE staff, exclusive reliance upon objective data was not practical.

The constraints which limit the interpretations that can be drawn from this evaluation study are as follows:

1. This was not a cause and effect study. All evidence was post hoc.

2. The evaluation information gathered from project staff and participants was primarily subjective and therefore susceptible to bias.

3. The process of selecting project participants may not have generated a representative sample because CVE evaluators had to rely on project staff to identify them.

4. The 59 percent return rate for the General Impact Assessment Questionnaire somewhat restricts the generalization of the findings to a larger population.

5. Consistent budget data for all 61 RDU funded projects was difficult to obtain.

6. Although consensus on five high impact projects was readily attained, it proved difficult to obtain a consensus when selecting low impact projects for site visits.

7. Present efforts (1975-76) of the RDU in dissemination were not included in the time period under study.

Strengths

The strengths of this evaluation study can be grouped in four broad categories:

1. The study relied upon multiple sources of information concerning the impact of the RDU on Kentucky vocational education. These resources included:

documentary records from the RDU's files, questionnaires completed by a random sample of 532 Kentucky vocational educators, questionnaires completed by staff members and participants in RDU-funded projects, in-depth interviews with staff members on five projects rated as having had high impact and five projects rated as having had low impact, and in-depth interviews with RDU and selected BVE staff members.

2. Extensive information was obtained directly from project directors and participants concerning the impact of RDU funded projects.

3. Criterion-based in-depth interview schedules were used by CVE staff during on-site visits to the RDU and selected projects. These instruments were based upon a review of recent evaluation literature.

4. CVE project staff consulted with the project monitor throughout the evaluation and with the RDU staff three times to insure that this study would provide the latter with information which would be useful to vocational education decision makers in Kentucky.

Methodology

This evaluation study consisted of five major activities. These included the: (1) identification of all research and development projects funded by the RDU between July 1, 1969 and June 30, 1975; (2) development of a classification scheme for categorizing all projects funded by the RDU; (3) development and administration of mail surveys designed to help assess the impact of RDU-funded projects and technical services; (4) on-site visits to five RDU-funded projects selected as having had high impact and five RDU-funded projects selected as having had low impact; and (5) on-site evaluation of the RDU. This section will discuss the methodology used in each of these five major activities.

Identification of Funded Projects

The initial project activity consisted of identifying regular Part B, Part C, Part D, and Appalachian Regional Commission (ARC) projects funded through the RDU between

July 1, 1969 and June 30, 1975. This study did not include the U. S. Commissioner's share of Part C and D of the Vocational Education Act because these projects were funded by USOE directly and not by the RDU. A total of 61 projects were identified. These included 10 Part B, 36 Part C 11 Part D, and 4 ARC projects. Data gathered on each of these included: title, grantee or contractor, contact person, and annual funding levels. It proved difficult to obtain consistent information on all projects. For example, in the cases of some of the older projects, it was not possible to determine funding levels or to identify anyone in the BVE who could remember the project.

Classification of Projects

The second major activity was the development and application of a classification system for categorizing RDU funded projects. This was initially approached through the use of a modified Q sort technique. Basic data concerning each of the projects was submitted to several CVE staff members. These individuals then independently developed classification systems based upon that data. However, following several rounds of that procedure, the project staff determined that the resulting classification system was not fully adequate. Drawing upon the product of the previous Q sorts, and consultations with the RDU staff, they modified a classification scheme contained in the "Research and Development" section (Chapter 17) of the Kentucky Bureau of Vocational Education's 1973-74 Annual Report. The resulting classification system consisted of the following categories:

1. administration and planning
2. curriculum development
3. teacher education
4. career education
5. dissemination
6. evaluation
7. guidance-placement-follow-up
8. other

RDU Impact Surveys

The third major activity consisted of the development and administration of two mail questionnaires designed to help CVE project staff assess the impact of RDU funded projects and associated technical services on Kentucky vocational education. The first of these instruments was a General Impact Assessment Questionnaire. Drawing upon similar studies conducted by Goldhammer (1969) and McCaslin and Walton (1974), CVE project staff constructed several drafts of the proposed instrument. Basically, it asked respondents to rate the degree to which the RDU has met its objectives, rate the impact of each category of RDU funded projects, and assess the impact of associated technical services provided by the RDU.

The second instrument, the Project Questionnaire, was developed to help assess the perceptions of individuals who had actually played major roles in RDU funded projects. It was designed to collect specific types of impact data related to: project type and category; project duration; numbers and types of participants; evaluation activities; project goals; project planning; continued utilization of products or processes developed during the project; project impact; dissemination activities; and the effectiveness of the RDU in selecting, monitoring, and disseminating information regarding such projects. The 1968 amendments to the Vocational Education Act and the CVE evaluation of the Wisconsin RCU were drawn upon in developing this instrument.

Drafts of the proposed questionnaires were submitted to non-project CVE personnel for technical review and comment. It was pilot tested with a CVE staff member who had previously been involved with vocational education research and development projects in Kentucky. Suggested changes were incorporated in the instruments as deemed appropriate by project staff. In addition, final drafts of the instruments were submitted to The Ohio State University Human Subjects Review Committee for review and approval. This was done in compliance with University regulations in order to insure that the instruments did not infringe upon the rights and welfare of prospective participants in this evaluation study.

The General Impact Assessment Questionnaire was mailed to a sample of 532 vocational educators randomly selected from the Kentucky Bureau of Vocational Education's computerized mailing list. This sample constituted approximately

ten percent of Kentucky's vocational educators. These educators represented teachers, school administrators, state department personnel, regional education district personnel and vocational education district personnel as well as college and university personnel. Non-respondents received two mail follow-ups. After the second follow-up, a randomly selected sample of ten percent of the remaining non-respondents was telephoned in an attempt to obtain the desired data. No observable difference was noted between respondents and the telephone sample of non-respondents. Three hundred and fifteen respondents either returned their questionnaires or were contacted by telephone.

The Project Questionnaire was initially mailed to 61 individuals designated as project contact people by the RDU staff. As in the case of the General Impact Assessment Questionnaire, non-respondents received two mail follow-ups. Additionally, RDU staff provided names and addresses for alternate contact persons in those few cases where individuals failed to respond to either the initial questionnaire or the follow-up. Data was eventually obtained from 55 of the 61 funded projects.

Assessment of the Characteristics of Higher and Lower Impact Projects

The fourth major activity consisted of conducting on-site visits to five projects designated as having high impact and five projects designated as having low impact that were funded by the RDU. The purpose of these visits was to identify and assess those factors which may help to account for the differential impact of various vocational education research and development projects in Kentucky. In this context, it is important to note that the CVE staff was not concerned with the size of projects in terms of their funding, timelines, or numbers of participants when rating their impact. Rather, the staff defined high impact projects as those which: (1) brought about positive changes in the knowledge, attitudes, or behaviors of the target participants; (2) remained in operation after federal funding ceased; and (3) were adopted by other groups or agencies when appropriate.

Project staff, utilizing the definition of high impact projects noted in the previous paragraph, independently rated each of the 55 Project Questionnaires which were returned to CVE. Staff members placed each of the 55

projects into either a high, low, or medium impact category based upon their interpretations of the project data contained in the individual questionnaires. The analysis of variance test of inter-rater reliability suggested by Winer (1971) was then applied to the CVE staff ratings. This statistical test yielded a corrected total inter-rater reliability of 0.810. RDU staff members were also asked to place each of the projects into high, low, or medium impact categories based upon their own independent knowledge of them. CVE staff then relied upon a consensus of the RDU's and their own ratings to select five high and five low impact projects for site visits.

A detailed Project Director Interview Schedule was developed for use on the ten project site visits. It was organized into eight basic subject areas: (1) project resources, (2) project staff; (3) organizational clients; (4) project planning; (5) project characteristics; (6) project implementation; (7) project participants; and (8) project outcomes and evaluation.

These eight general areas were operationalized into more specific project characteristics. Works by several individuals who have studied the characteristics of organizations and innovations were used as sources for developing a list of characteristics that might distinguish between high and low impact projects. Works by Gross, et al (1971) and Blanke (1971) investigated various characteristics of organizations which tend to facilitate or inhibit adoption of innovations. Works by Havelock (1969), Brickell (1971), and Adams, et al (1972) investigated desirable characteristics of innovations which facilitate their adoption. Using these sources as a starting point, a list of characteristics was prepared. These characteristics were subsequently transformed into interview questions for use with both project directors and participants. For the most part, these questions required yes/no responses followed by an opportunity to give open-ended explanations of the responses. Some questions were simply open-ended.

The Project Director Interview Schedule was reviewed and pilot tested by non-project CVE staff members. Following appropriate minor modifications suggested during those activities, the instrument was then submitted to The Ohio State University's Human Subjects' Review Committee. The Committee approved the instrument.

The Project Director Interview Schedule was then used as the basis for conducting in-depth on-site interviews with the directors and/or key contact persons of the five high and five low impact projects funded by the RDU. The length of those interviews average one and one-half to two hours each.

In conjunction with the ten on-site visits to RDU-funded projects, CVE staff developed a short, two-page Participant Questionnaire. Its objective was to collect data on the projects' strengths and weaknesses from students, teachers, guidance counselors, and other individuals who had participated in them. The bulk of the questions required yes/no answers although several open-ended items were included. Project directors and other key staff members interviewed during project on-site visits provided CVE staff with the names of individuals to whom these questionnaires were administered. In some cases, the instruments were administered in interview situations conducted by CVE staff. In others, participants weren't immediately available, and the questionnaires as well as return envelopes were forwarded to them. These questionnaires were then returned to CVE by the respondents.

On-Site Evaluation of the RDU

The on-site evaluation was designed to examine the procedures, organizational arrangements, and relationships of the Kentucky RDU. In conducting this evaluation, nine areas were identified by the project staff as being major indicators of the Kentucky RDU's effectiveness. These areas included: (1) Goals and Objectives, (2) Internal Organization and Management, (3) Inter- and Intra-Agency Relationships, (4) Implementation of Goals, (5) Client Relationships, (6) Personnel, (7) Facilities and Support Structure, (8) Costs, and (9) Outcomes and Products. These nine areas were further broken down into 40 sub-areas of operations that the on-site review team was asked to evaluate the need for improvement by the Kentucky RDU.

The review team members were then assigned responsibilities for the nine various areas to be evaluated. During the evaluation, four sources of information were utilized:

1. Interviewing the RDU staff

2. Interviewing other personnel within the Bureau of Vocational Education and the State Department

3. Interviewing other personnel with whom the RDU has contact in state and local governmental agencies

4. Reviewing documents concerned with the activities of the RDU

Furthermore, a list of questions, keyed to the nine areas and 40 sub-areas were developed for each of the review team members to utilize in collecting their information. However, each of the review team members was encouraged to modify, add, and delete questions as needed.

As a result of the information gathered, the team was asked to prepare a composite profile of the need for improvement for each of the 40 sub-areas. Finally, the review team members were asked to prepare commendations and recommendations for each of the areas that they examined.

The on-site review team was composed of Dr. N. L. McCaslin, Project Director, The Ohio State University; Ms. Kay Adams, Graduate Research Associate, The Ohio State University; Mr. Robert Sackrison, Graduate Research Associate, University of Tennessee; Dr. Mary Kievit, Past President of the American Vocational Education Research Association, Rutgers University; and Dr. Ron McCage, President of the Research Coordination Unit Directors Association, The Illinois Office of Education.

Results

Identification of Funded Projects

During the initial phase of this evaluation study, a total of 61 RDU-funded research and development projects were identified for the period July 1, 1970 to June 30, 1975. This total included 10 Part B, 36 Part C, 11 Part D, and 4 Appalachian Regional Commission (ARC) projects. These figures did not include projects whose annual funding levels were below $1,000. Figure 1 illustrates the distribution of numbers of RDU-funded projects by funding category.

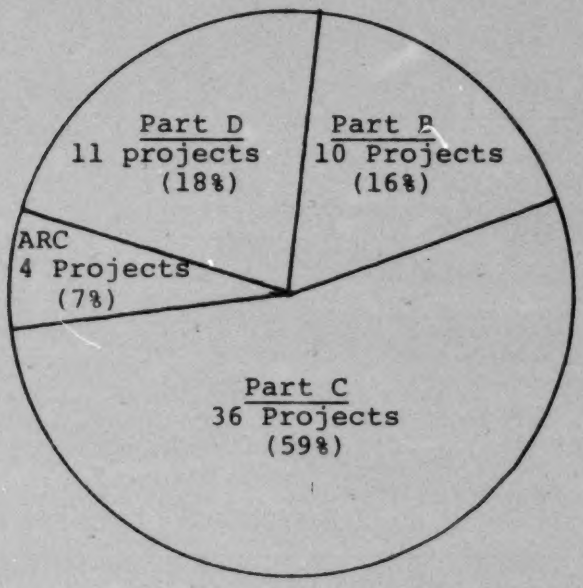
The total reported funding for these 61 projects was in excess of $2,811,000. This included $481,750 for Part B, $550,066 for Part C, $948,771 for Part D, $830,853 for ARC projects. Figure 2 illustrates the percentage distribution of these monies by funding category. These figures did not include the monies for several Part C projects in fiscal year 1970 for which funding information was not available.

The Kentucky Bureau of Vocational Education (BVE) lists eight basic vocational program areas in the 1973-74 Annual Report. These areas include agribusiness, business and office, health occupations, home economics (gainful), marketing and distribution, public service, trades and industry, and special vocational programs. Analysis of the distribution of RDU-funded projects reveals that 49 of the 61 either cut across several of BVE's basic program areas or fell entirely outside them (e.g., guidance and dissemination). Twelve of the RDU-funded projects were specifically for BVE program areas. Table 1 illustrates the distribution of RDU-funded projects by BVE program areas.

A summary of the data gathered in conjunction with the identification of RDU-funded projects can be found in Appendix A of this report. The project data is organized in accordance with the classification schema explained in the following paragraph.

Figure 1

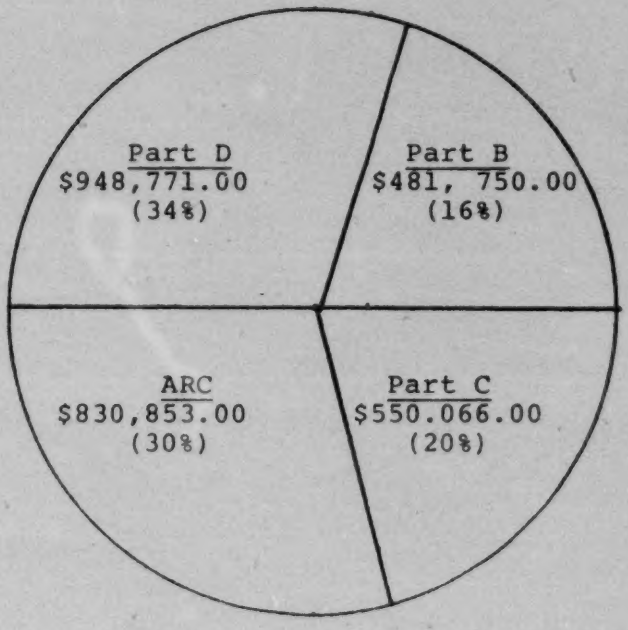
Distribution of RDU-Funded Projects
by Numbers in Each Funding Category



Total
Projects=61

Figure 2

Distribution of RDU Project Monies
by Funding Category



Total Project
Funds =
$2,762,000.00

Table 1

Distribution of RDU Funded Projects
by Program Areas

BVE Program Areas	Number of RDU Funded Projects
Agribusiness	2
Business and Office	1
Health Occupations	1
Home Economics (gainful)	2
Marketing and Distribution	3
Public Service	0
Trades and Industry	2
Special Vocational Programs	1
Sub-Total	12 (20%)
RDU-funded Projects Cutting Across or Outside BVE Program Areas	49 (80%)
Total	61 (100%)

Classification of Projects

CVE project staff developed and applied a classification schema for categorizing RDU-funded projects. It consisted of the following eight categories: (1) administration and planning, (2) curriculum development, (3) teacher education, (4) career education, (5) dissemination, (6) evaluation, (7) guidance-placement-follow-up, and (8) other. Each of the 61 projects funded by the RDU was placed in the appropriate category by the CVE project staff. The distribution of those projects by category is shown in Table 2.

Project directors and/or staff members were asked on the Project Questionnaire to categorize their own projects using the classification scheme described above (see Figure 11). Classification data from 52 projects was thereby made available to CVE staff. A comparison of CVE and project basis revealed a 56 percent degree of agreement. This comparison illustrates the fact that many projects cut across two or more project classification categories. On five of the 52 projects, the project directors/staff classified their particular project in two or more categories.

RDU Impact Surveys

Five hundred and thirty-two vocational educators in Kentucky were mailed a short General Impact Assessment Questionnaire to evaluate the impact of the RDU. A total of 315 individuals, or 59 percent of those surveyed, responded to the questionnaire in some manner. However, not all the returned questionnaires could be used in the data analysis because the individual had either not heard of the RDU or did not complete the questionnaire correctly. From the total group of respondents, 261 or 83 percent of the questionnaires were analyzed.

An attempt was made to collect information from a representational sample (approximately 10 percent) of vocational educators in Kentucky. The percentage of respondents from various types of educational agencies included: 45 percent from high schools; 21 percent from vocational centers; 16 percent from state vocational technical schools; 4 percent from the Kentucky State Department of Education; 4 percent from Regional Offices; and 10 percent from other sources. Figure 3 displays these percents. The percentage of respondents in different job

Table 2

Distribution of Projects by Category as Classified by CVE Project Staff

Category	Number	Percent
Administration and Planning	5	8
Curriculum Development	18	30
Teacher Education	1	2
Career Education	15	24
Dissemination	4	6
Evaluation	1	2
Guidance-Placement-Follow-up	13	21
Other	4	7
Total	61	100

Figure 3

Percent of Respondents from Various Types of Educational Agencies

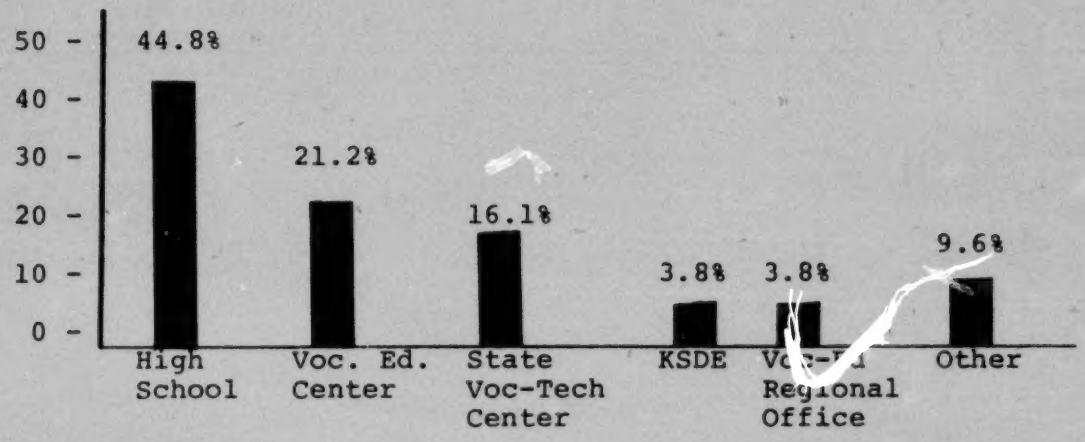
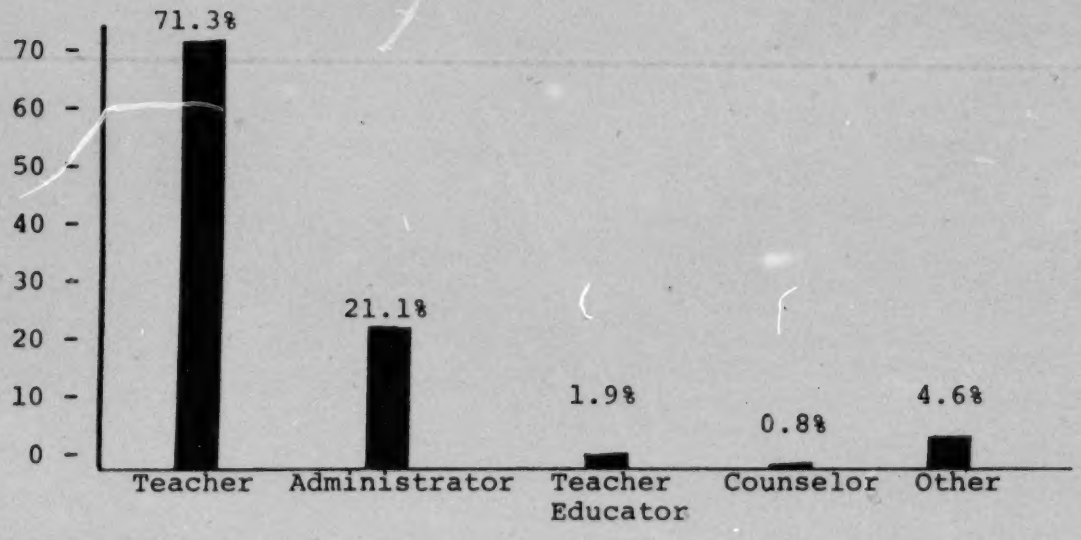


Figure 4

Percent of Respondents Representing Various Roles within Each Educational Agency



roles included approximately: 71 percent teachers; 21 percent administrators; 2 percent teacher educators; 1 percent counselors, and 5 percent in other roles. The percent of respondents by role is presented in Figure 4. Approximately 80 percent of the survey respondents were most closely associated with vocational curriculum. The other 20 percent worked primarily with academic and other non-vocational subject matter.

The summarized responses of Kentucky educators to the items on the questionnaire are presented in the remainder of this section. Questionnaire responses are organized under three key questions concerning the: (1) importance and attainment of the RDU goals; (2) impact of research and development projects; and (3) impact of RDU services and products.

Question 1: To what degree do Kentucky educators perceive that the RDU is meeting its goals?

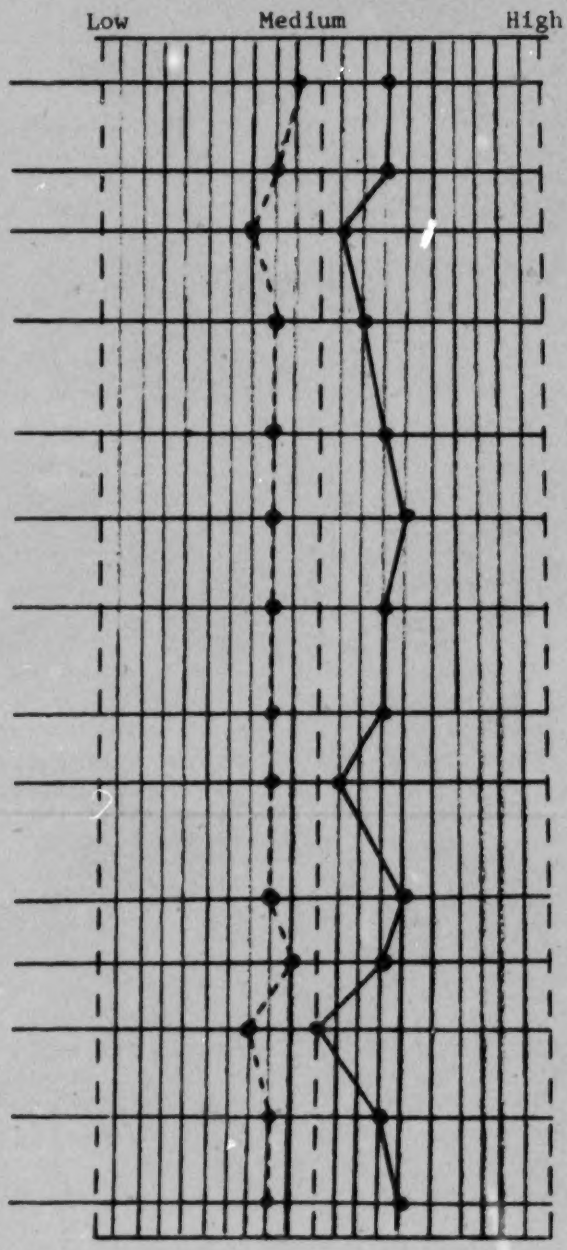
Respondents were aksed to rate the potential importance of 14 RDU goals versus the RDU's actual success in achieving them. The results shown in Figure 5 indicate that a slightly higher than moderate importance is placed on the goals while a somewhat less than moderate success in achieving those goals is perceived for the RDU.

There is a significant relationship between the type of educational agency a respondent is from and his rating of the success of the RDU in achieving several of its goals. For the first goal on disseminating information; high schools, vocational education centers and state vocational-technical schools tend to rate the success of the RDU lower, while state and regional personnel rate it higher. (Chi Square = 27.6, d.f. = 10, $p < .002$). For goal 9 on reviewing and monitoring projects, Kentucky Department of Education personnel tend to rate the RDU's success in promoting the goal high while state vocational-technical schools tend to rate the RDU's success as low. (Chi Square = 20.5, d.f. = 10, $p < .02$). For goal 10 on stimulating research and development activities, personnel from vocational education centers and the state department tend to rate the RDU's success more highly than do personnel from regional offices and state vocational-technical schools. (Chi Square = 21.5, d.f. = 10, $p < .02$).

Figure 5

Potential Importance of RDU Goals
Versus Actual Success of RDU in Promoting Them

1. To disseminate information on progress and application of vocational education research and development.
2. To provide technical assistance for planning, implementing, and disseminating research and development activities.
3. To create change in the administration of local vocational education programs.
4. To coordinate occupational education research activities conducted within the state with those being conducted outside the state.
5. To coordinate occupational education research activities conducted by state departments, local school districts, colleges and universities and nonprofit organizations.
6. To disseminate information on vocational education programs, services and activities to the general public.
7. To identify and maintain an inventory of available occupational research and development resource in the state.
8. To stimulate activities, including preservice and in-service training, which would result in increased interest and improved competence in research.
9. To review and monitor occupational research and development projects.
10. To stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities, and nonprofit organizations.
11. To conduct occupational research and development projects.
12. To initiate research projects through involvement of RDU staff in proposal writing.
13. To determine occupational research needed to resolve the major vocational education issues and problems.
14. To identify issues and problems relating to the nature and place of vocational education in the state school system.



Potential Importance of RDU Activity ——————

Success of RDU Promotion of Activity - - - - - - - - - -

Question 2: What is the degree of impact of research, development, and exemplary project by category as perceived by Kentucky vocational educators?

The projects funded by the RDU from 1970-1975 were classified into eight categories. These included: (1) administration and planning, (2) curriculum development, (3) teacher education, (4) career education, (5) dissemination, (6) evaluation, (7) guidance-placement-follow-up, and (8) other. (The process for categorizing the projects is described in a prior section of the report.) Respondents were asked to rate the overall impact of each type of project on Kentucky vocational education in general and on their educational agency in particular.

Table 3 presents percentages reflecting respondents perception of the impact of the categories of RDU projects. This same information is presented visually in Figure 6.* The results indicate that vocational educators in Kentucky consistently rate research and development projects as having less impact in their agency than in the state of Kentucky as a whole. It should be noted, however, that less than 10 percent of the respondents had been personally involved in such projects. The perceived highest impact projects in both individual agencies and Kentucky as a whole appear to be in the area of curriculum development. The sharp increase in the number of no opinion responses for the category of dissemination may indicate a lack of familiarity with either the term "dissemination" or the nature of the process. However, it should be noted that dissemination projects in Kentucky have not been in operation as long as many of the other project categories. Additionally, dissemination activities are often targeted toward specific audiences. It should also be noted that over one-third of the respondents had either no opinion about or did not respond to any of the project categories. This may indicate a lack of information about RDU sponsored projects and their impact.

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* When interpreting Figure 6 and the other figures in the report of the same type, it is important to note that the percentage of respondents is cumulative and does not refer to the percentage of respondents selecting each level of impact. To find the exact percentage of respondents selecting each level of impact for the seven categories of projects, you must refer to Table 3. For example, 50 percent of the respondents did not rate Guidance-Placement-Follow-up projects as having high positive impact on Kentucky. Only 10.3 percent of the respondents selected this rating.

Table 3

Respondents' Perceptions of the Impact of Categories of Projects on Kentucky and Individual Agencies

Kentucky

Project Categories	% of Some Negative Impact	% of No Impact	% of Moderate Positive Impact	% of High Positive Impact	% of No Opinion	% of No Response
Administration and Planning	1.5 (1.8)*	6.1 (7.3)	38.3 (45.7)	14.6 (17.4)	23.4 (27.9)	16.1
Curriculum Development	.8 (.9)	6.1 (7.2)	33.3 (39.0)	27.2 (31.8)	18.0 (21.1)	14.6
Teacher Education	.4 (.4)	5.0 (5.8)	38.3 (44.6)	21.8 (25.4)	20.3 (23.7)	14.2
Career Education	.4 (.4)	6.1 (7.2)	35.6 (41.7)	19.5 (22.9)	23.8 (27.8)	14.6
Dissemination	.4 (.5)	8.4 (10.4)	30.7 (37.9)	8.4 (10.4)	33.0 (40.8)	19.2
Evaluation	1.1 (1.4)	6.5 (7.9)	33.7 (40.9)	14.2 (17.2)	26.8 (32.6)	17.6
Guidance-Placement-Follow-up	0 (0)	11.5 (13.8)	34.9 (41.7)	10.3 (12.4)	26.8 (32.1)	16.5

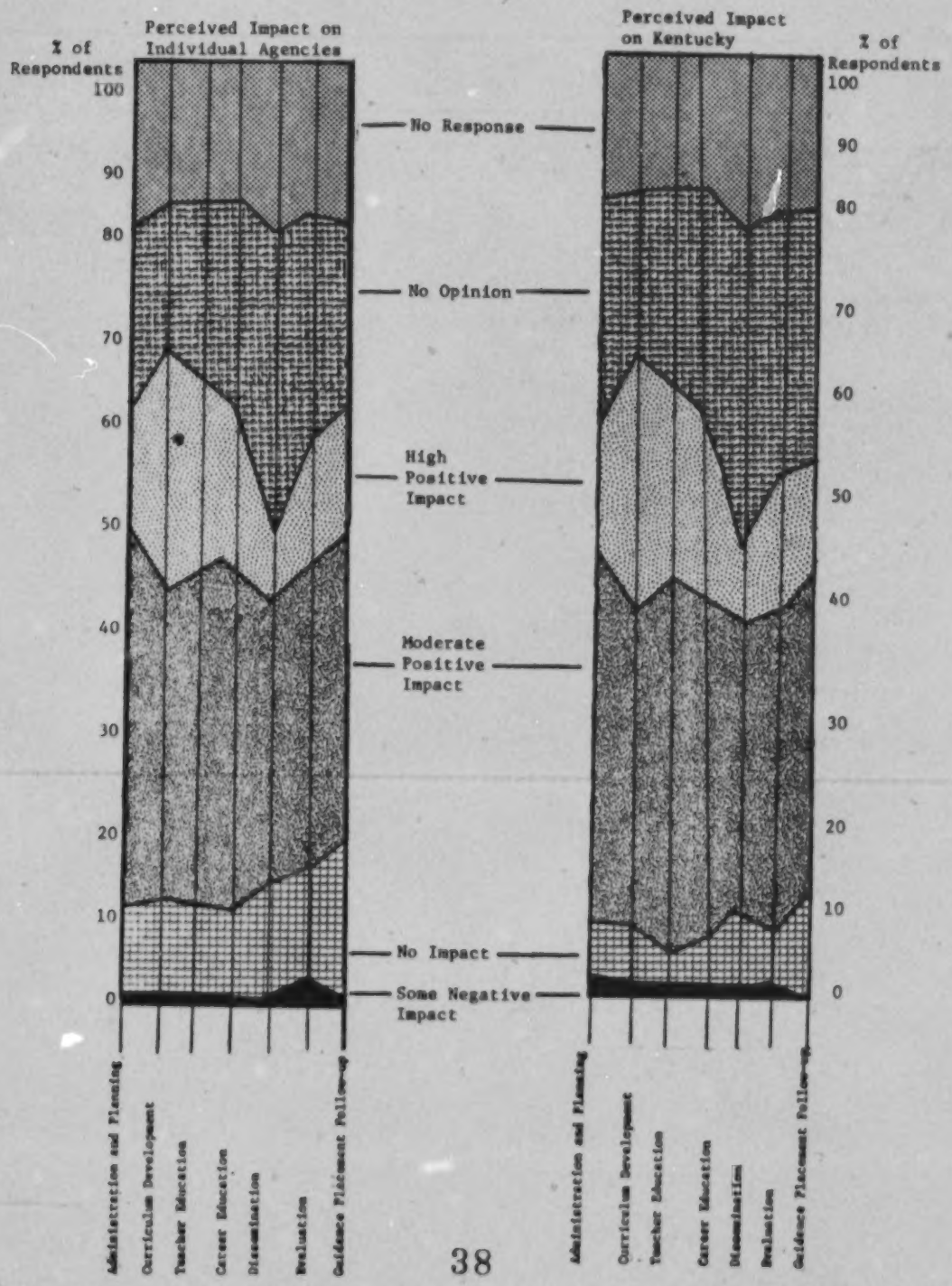
Individual Agencies

Administration and Planning	1.1 (1.4)	10.3 (12.3)	37.9 (45.2)	14.6 (17.4)	19.9 (23.7)	16.1
Curriculum Development	1.5 (1.8)	10.3 (12.0)	32.6 (37.8)	26.4 (30.7)	15.3 (17.8)	13.8
Teacher Education	1.1 (1.3)	10.3 (12.0)	36.8 (42.7)	19.9 (23.1)	18.0 (20.9)	13.8
Career Education	.4 (.4)	10.3 (12.1)	33.7 (39.3)	19.9 (23.2)	21.5 (25.0)	14.2
Dissemination	.4 (.5)	13.0 (15.9)	29.9 (36.4)	7.7 (9.3)	31.0 (37.9)	18.0
Evaluation	2.7 (3.2)	12.3 (14.5)	33.7 (40.0)	13.0 (15.5)	22.6 (26.8)	15.7
Guidance-Placement-Follow-up	.4 (.5)	17.6 (21.0)	33.7 (40.2)	11.5 (13.7)	20.7 (24.7)	16.1

* ( ) Indicates percentages with the "No Response" category excluded.

Figure 6

Amount of Perceived Impact of Seven Categories of Research and Development Projects on Kentucky Vocational Education in General and Individual Agencies in Particular



There is a significant relationship between the role of the vocational educator and his perception of the impact of career education projects in both his own agency and the state of Kentucky (Chi square = 23.83 and 27.13, d.f. = 12, $p < .05$). Vocational teachers tended to rate the impact of career education projects higher than other respondent groups.

The role of the vocational educator also interacts with his rating of the impact of projects in the evaluation category at a highly significant level (Chi square = 25.4, d.f. = 1, $p < .01$). Administrators and counselors perceive evaluation projects as having higher impact for the state of Kentucky than do teachers and teacher educators.

There is also a highly significant relationship between the type of educational agency respondents are from and their rating of career education projects (Chi square = 33.4, d.f. = 15, $p < .004$). Respondents from high schools and the Kentucky Department of Education tended to rate the impact of career education projects higher than respondents from state vocational schools and regional offices.

Question 3: What has been the impact of RDU services and products on vocational education in the state of Kentucky?

Table 4 presents the percentage data about the perceived impact of five Kentucky RDU publications on improving vocational education projects and activities. Figure 7 presents the same data in visual, rather than numerical form. Vocational Education Highlights received the highest degree of positive responses. However, it should be noted that this publication is no longer produced. Over 60 percent of the respondents rated this publication as having moderately or highly positive impact. The impact of Tempo is also highly to moderately rated by just under 60 percent of those responding.

There is a trend toward an increasing number of no opinion responses for Probe (part of Omnibus Dissemination project). This may indicate lack of familiarity with this publication.

Table 4

Percent of Respondents Perceiving the RDU Publications as Having Varying Levels of Impact

	Negative Impact	No Impact	Moderately Positive Impact	Highly Positive Impact	No Opinion	No Response
Vocational Education Highlights	1.5 (1.6)*	10.0 (10.5)	50.6 (53.2)	13.4 (14.1)	19.5 (20.6)	5.0
Tempo	.4 (0.4)	13.0 (13.7)	39.8 (41.9)	17.6 (18.5)	24.1 (25.4)	5.0
Probe	1.5 (1.7)	13.0 (14.2)	27.2 (29.6)	4.6 (05.0)	45.6 (49.6)	8.0

Table 5

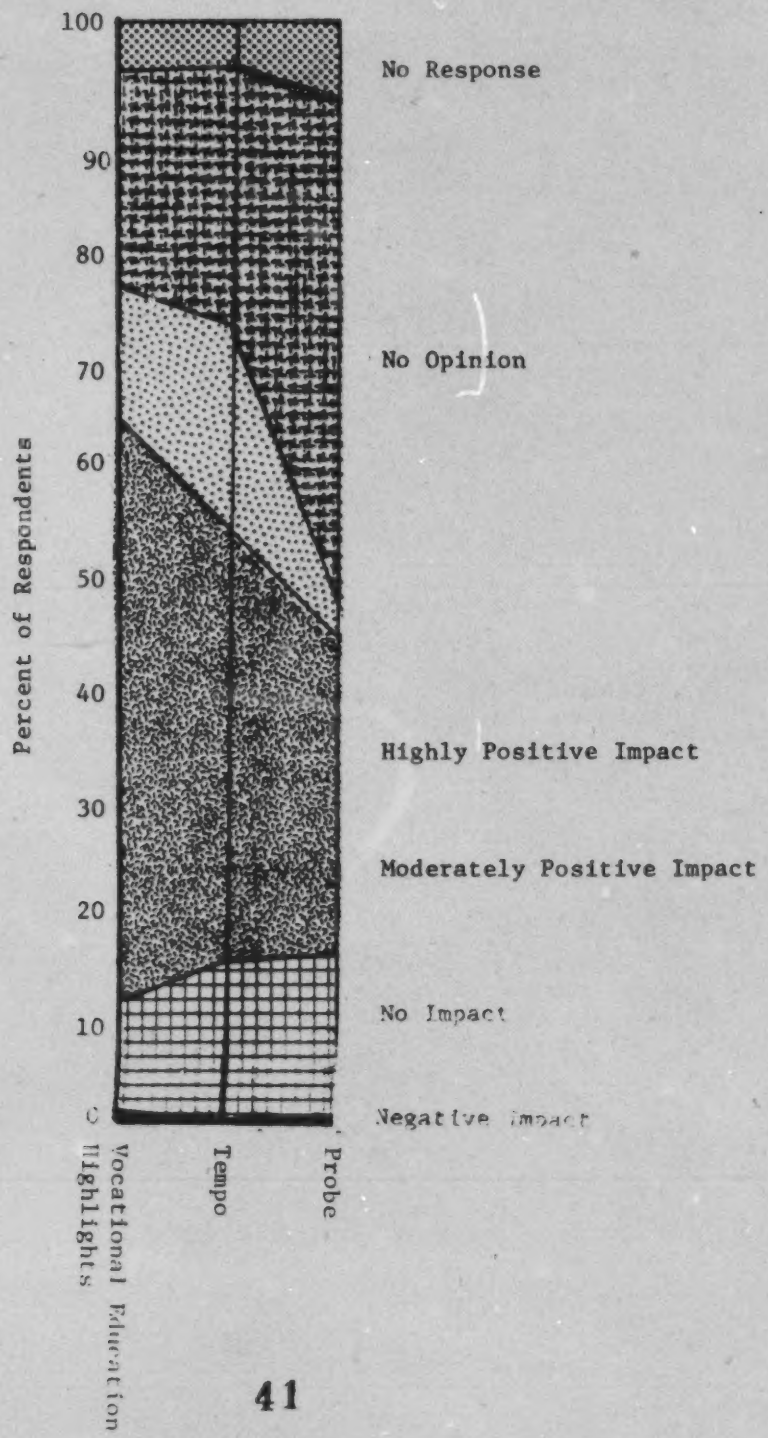
Percent of Respondents Perceiving the RDU-sponsored News Releases as Having Varying Levels of Impact

	Negative Impact	No Impact	Moderate Impact	High Impact	No Opinion	No Response
Radio	.4 (0.4)*	15.7 (16.9)	40.2 (43.4)	10.2 (11.2)	26.1 (28.1)	7.3
Television	.4 (0.4)	12.6 (13.6)	33.0 (35.4)	21.1 (22.6)	26.1 (28.0)	6.9
News Releases	.8 (0.8)	10.3 (11.2)	42.1 (45.5)	15.3 (16.5)	24.1 (26.0)	7.3
Newsletters	.4 (0.4)	13.4 (14.5)	42.5 (45.9)	8.8 (09.5)	27.6 (29.8)	7.3
State Fair Displays	0 (0)	8.8 (09.5)	35.2 (38.2)	21.5 (23.2)	26.8 (29.0)	7.7
Films and Photographs	0 (0)	10.7 (11.8)	35.2 (38.8)	13.8 (15.2)	31.0 (34.2)	9.2
School News	.4 (0.4)	13.4 (14.6)	36.4 (39.7)	13.4 (14.6)	28.0 (30.5)	8.4

*( ) Indicates percentages with the "No Response" category excluded.

Figure 7

Vocational Educator's Perceptions of the Impact of RDU Publications



There is a highly significant relationship between the type of agency a respondent is from and his rating of the two most popular RDU publications, Vocational Education Highlights and Tempo (Chi square = 32.8 and 31.8, d.f. = 15, $p < .005$ and $p < .007$ respectively). An examination of the data indicates that individuals from the Kentucky State Department of Education tend to rate the impact of the publications lower than educators at the local and regional levels.

Table 5 presents percentage data concerning the perceived impact of seven types of RDU sponsored news releases on the general public. Figure 8 displays the same data visually. Results indicate that there is little marked difference among the various types of news releases in terms of their perceived impact on the public. However, state fair displays received no negative impact ratings and received the highest percentage of high impact ratings (21.5 percent). Newspaper articles and television coverage were also highly rated. Radio announcements were perceived by the largest percentage of educators to have no impact (15.7 percent).

Table 6 presents percentage data concerning the perceived impact of seven different services offered by the RDU. Figure 9 presents a graphic display of this information. Since most of these services are available primarily for project directors and only 8.8 percent of those responding had participated in a project, these results should be interpreted with care. Over 50 percent of those responding gave either no response or had no opinion about the services offered. Of those who did respond, proposal workshops received the most high impact responses (13 percent). Planning consultations and the ERIC system were two of the second most highly rated services, both receiving 10.3 percent of the responses.

A Project Questionnaire was sent to the entire population of project directors for projects funded during fiscal years 1970 through 1976. A total of 61 questionnaires were sent out. Of those sent, 55 or 90 percent of the questionnaires were returned. Of those returned, 53 or 87 percent of the questionnaires were used in the data analysis.

Project directors were asked to classify their projects as either research or exemplary efforts. These results are presented in Figure 10. Project directors were also asked

Figure 8

Vocational Educator's Perceptions of the Impact of RDU Sponsored News Releases

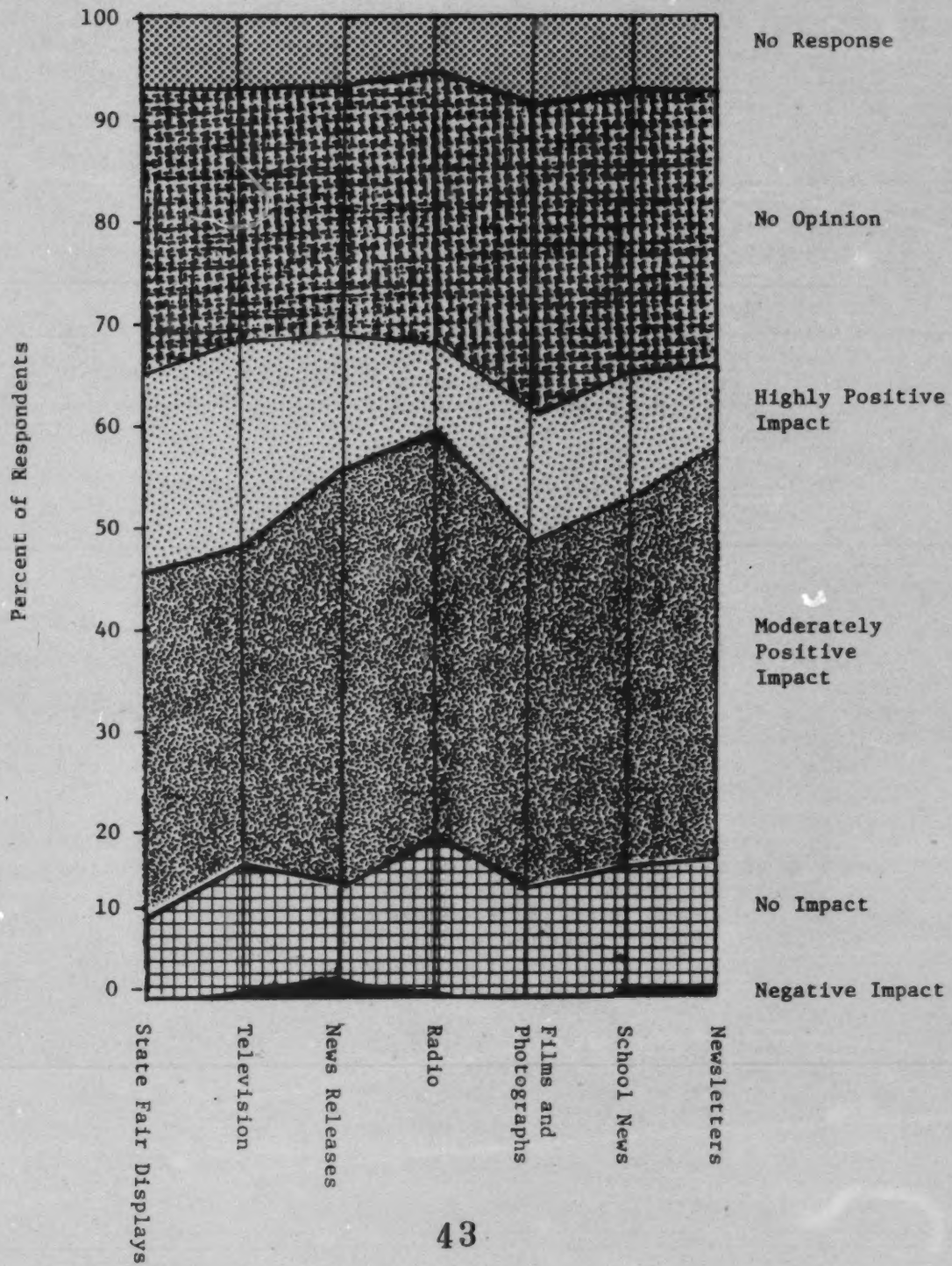


Table 6

Percent of Respondents Perceiving the RDU Services as Having Varying Levels of Impact

	Negative Impact	No Impact	Moderately Positive Impact	Highly Positive Impact	No Opinion	No Response
Proposal Workshops	2.3 (3.1)*	12.3 (16.7)	21.8 (29.7)	13.0 (17.7)	24.1 (32.8)	26.4
Planning Consultations	.8 (1.0)	11.5 (15.9)	21.1 (29.1)	10.3 (14.3)	28.7 (39.7)	27.6
Technical Assistance	.4 (0.5)	12.3 (17.2)	21.5 (30.1)	6.5 (09.1)	30.7 (43.0)	28.7
Project Monitoring	1.5 (2.1)	15.3 (21.4)	15.3 (21.4)	2.7 (03.7)	36.8 (51.3)	28.4
Telephone Counsultations	1.2 (1.6)	16.9 (23.9)	12.6 (17.9)	2.7 (03.8)	37.2 (52.7)	29.5
Mini-Conferences	.8 (1.0)	10.3 (14.4)	23.8 (33.2)	8.8 (12.3)	28.0 (39.0)	28.4
Educational Resources Information Center (ERIC)	1.2 (1.6)	11.9 (16.5)	21.1 (29.3)	10.3 (14.4)	27.6 (38.3)	28.0

*( ) Indicates percentages with the "No Response" category excluded.

Figure 9

Vocational Educator's Perceptions of the Impact of RDU Services

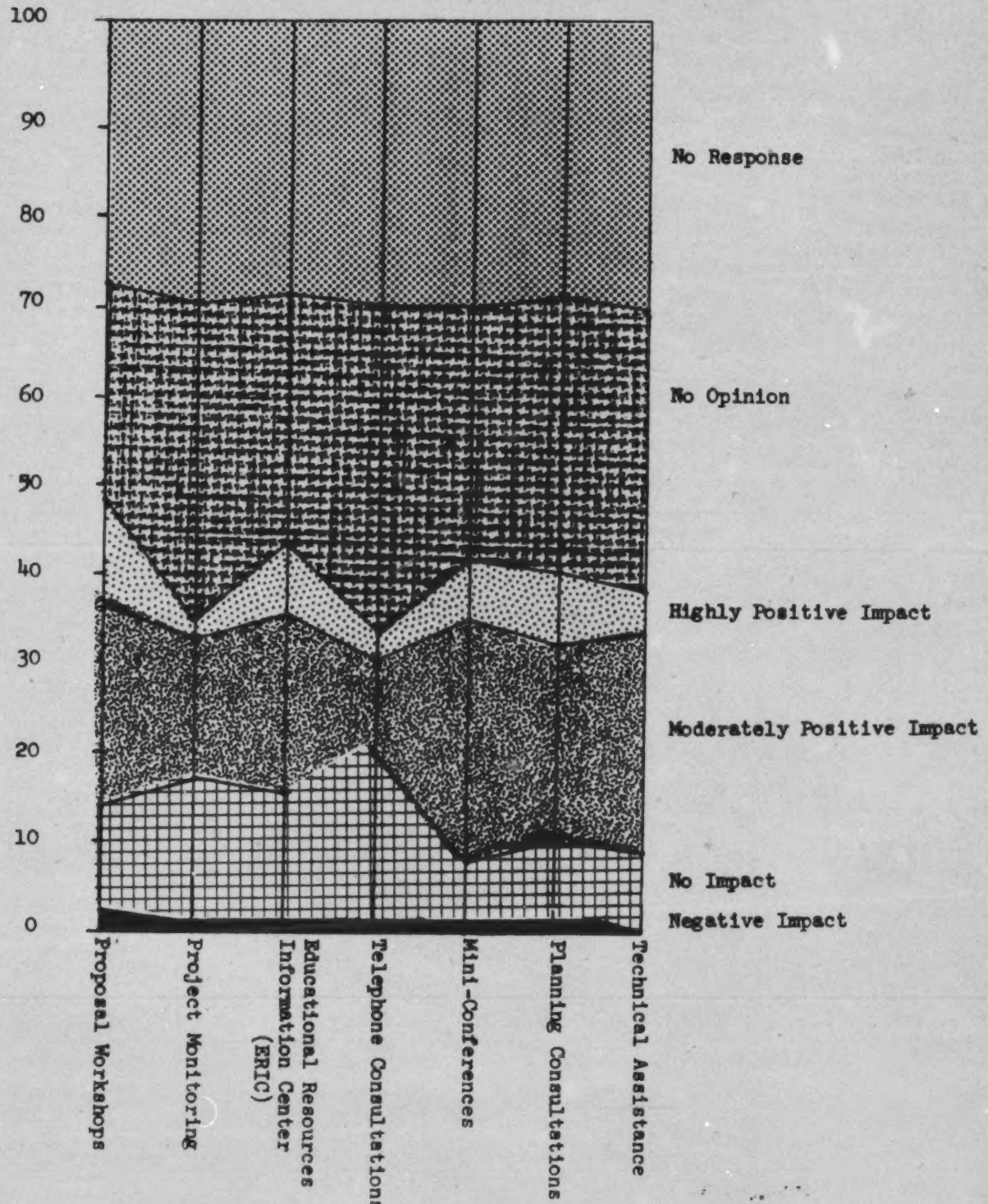
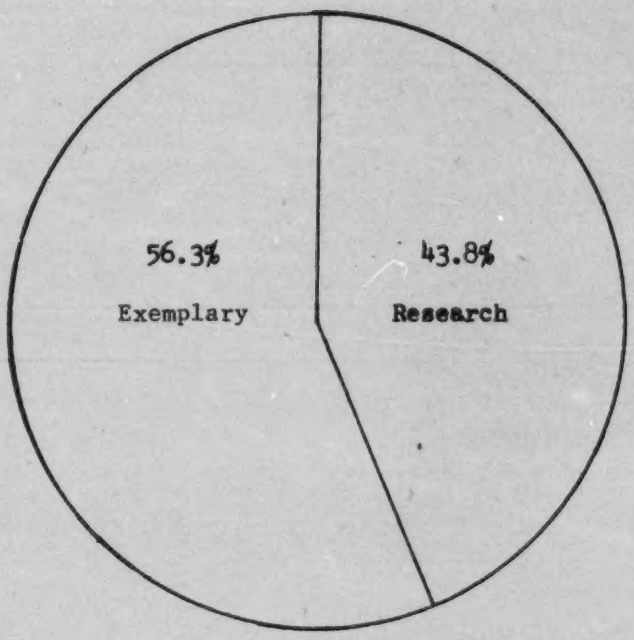


Figure 10

Project Type as Reported by Project Directors



to classify their projects by type into one of eight categories. These data are presented in Figure 11. Slightly more of the projects were exemplary than research (56 percent versus 44 percent). More of the projects were classified as Curriculum Development and Career Education than other categories. The fewest projects were classified as Teacher Education and Evaluation. Nearly one-third of the projects (32 percent) fell into the Guidance-Placement-Follow-up and Career Education categories.

Projects lasted an average of 18.7 months. The shortest project lasted two months and the longest project lasted 54 months. The typical duration of a project was 12 months. Figure 12 illustrates the varied project timelines.

Various constituent groups participated in the projects. Across all projects, an average of 424 students, 145 teachers, 14 guidance personnel and counselors, 77 administrators and other school personnel, and 79 non-school personnel, such as businessmen and parents, participated in some capacity.

Project directors were asked to evaluate both their own project and the services provided by the RDU in the questionnaire. Project directors' responses to questions about the perceived quality and impact of their own project are presented in the first part of this section. The second part presents the project directors' responses to several questions about the RDU.

Question 4: What are the attitudes of project directors towards the projects in which they have been involved?

Figure 13 indicates that project directors view their projects positively. When asked to describe where their project stood in relation to a series of bipolar adjectives, project directors rated their projects as much more meaningful than meaningless, more interesting than boring, and so on. The highest rated attribute was the importance of the project. The lowest rated attribute was the pleasantness of the project.

Figure 11

Categories of RDU Funded Projects
as Described by Project Directors

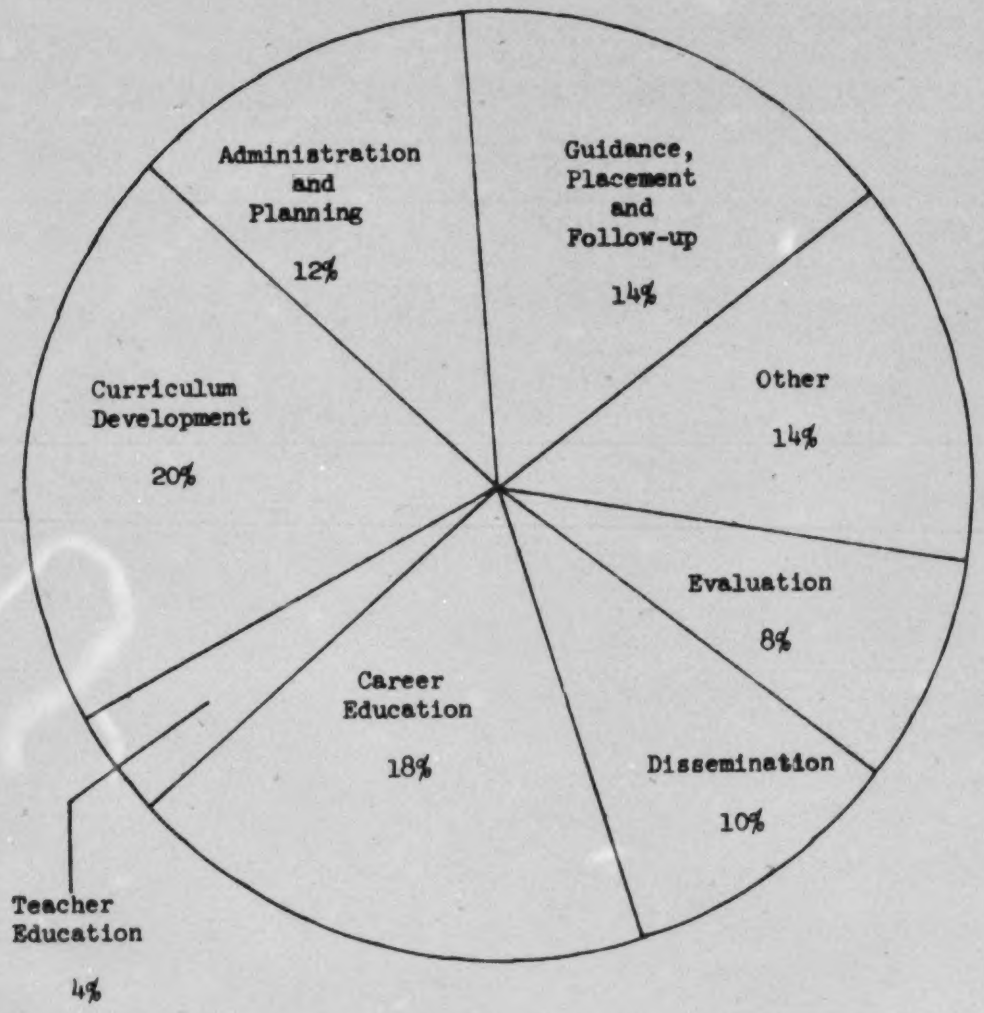


Figure 12

Duration of Projects

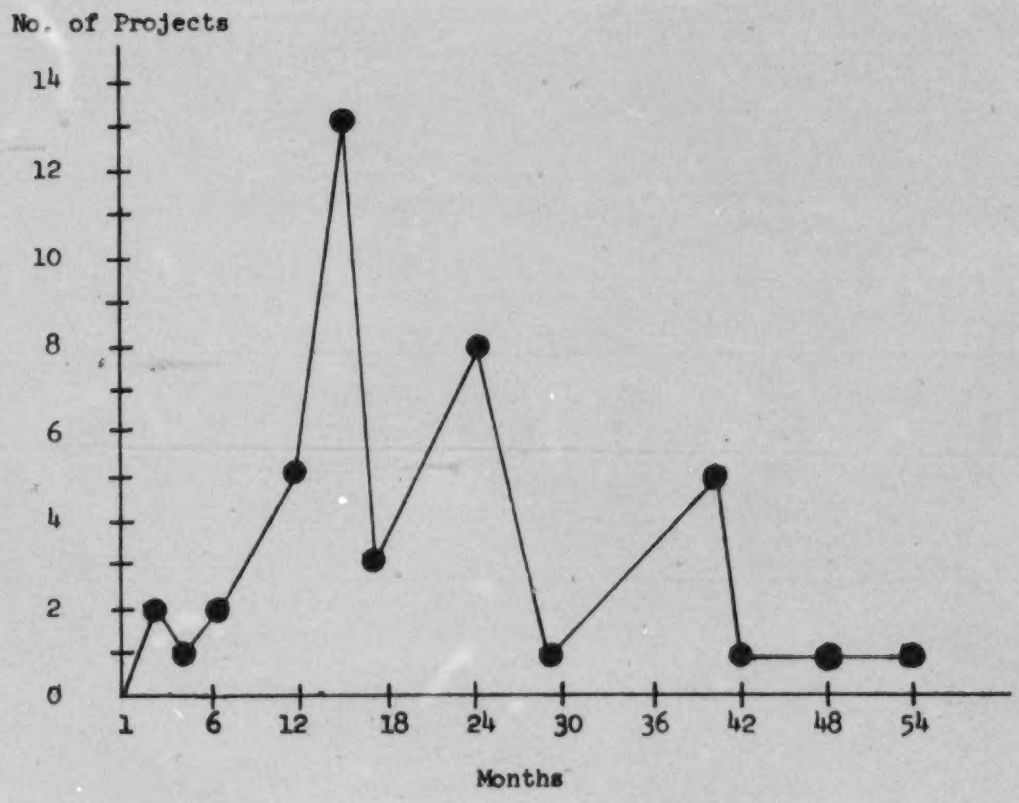
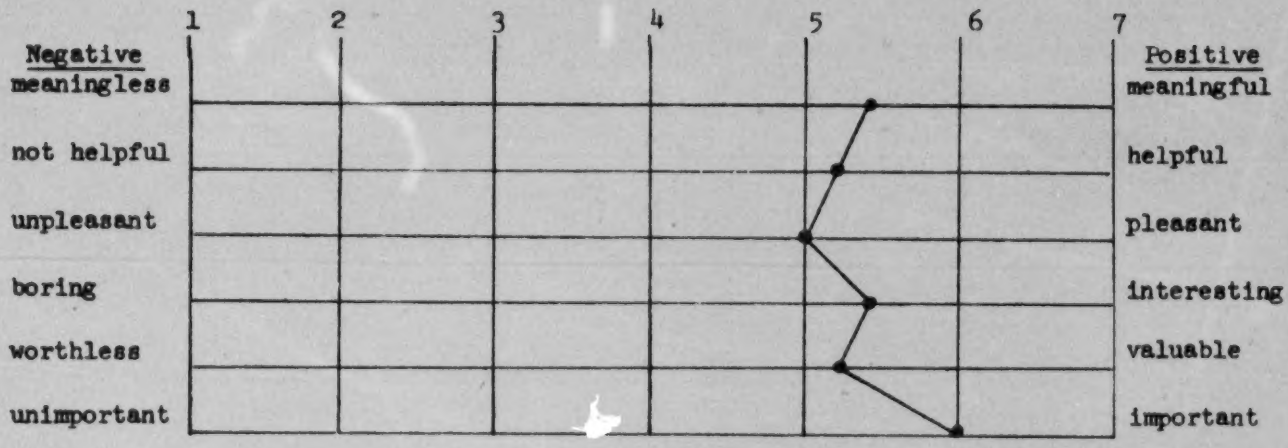


Figure 13

Attitudes of Project Directors
Towards Their Projects



Question 5: To what extent have state and local resources been committed to research and exemplary projects after RDU funding has been terminated?

A very high percentage of the project directors, 68.6 percent, reported that the concepts and strategies developed by project during RDU funding have been continued after RDU funding terminated. Of this number, 27.5 percent reported receiving state funding, 23.5 percent received local funding and 19.6 percent received other funding.

Question 6: To what degree are the findings and products from research and exemplary projects currently being utilized?

Project directors reported that products or findings are being used in 67.4 percent of the cases and are not being used in only 4.7 percent cases. Almost 28 percent of the respondents checked the "not applicable" option for this item, usually because the project had not yet been completed.

Question 7: What methods of dissemination are being utilized by project directors and to whom are results being disseminated?

Figure 14 illustrates the frequency with which various modes of dissemination were used by project directors for communicating the results of projects. Project results are most often disseminated through final reports (41 projects) and least often disseminated through unpublished working papers (8 projects) and newsletters (10 projects). Project directors could check as many dissemination modes are required.

Figure 15 illustrates that project results were most often disseminated to Kentucky state department personnel (40 projects) and local educational personnel in Kentucky (35 projects). Results were least often disseminated to the general public (9 projects) and university and college personnel outside Kentucky (13 projects). Project directors could check as many dissemination audiences as required when responding to this item.

Figure 14

Methods of Dissemination as Reported by
Numbers of Project Directors

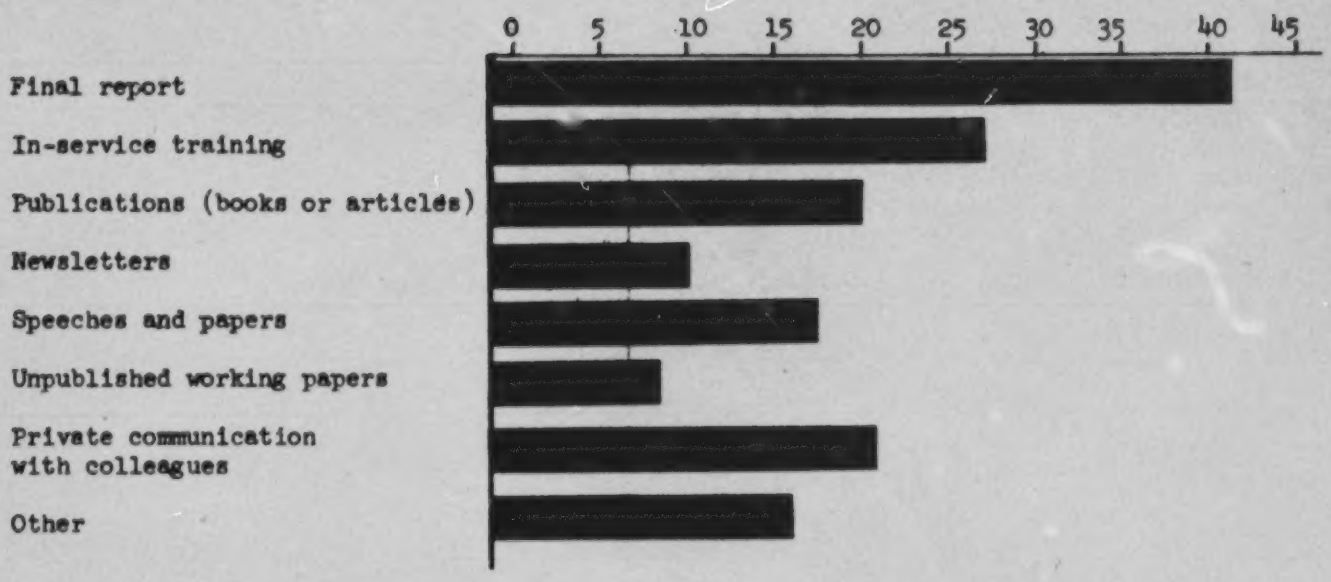
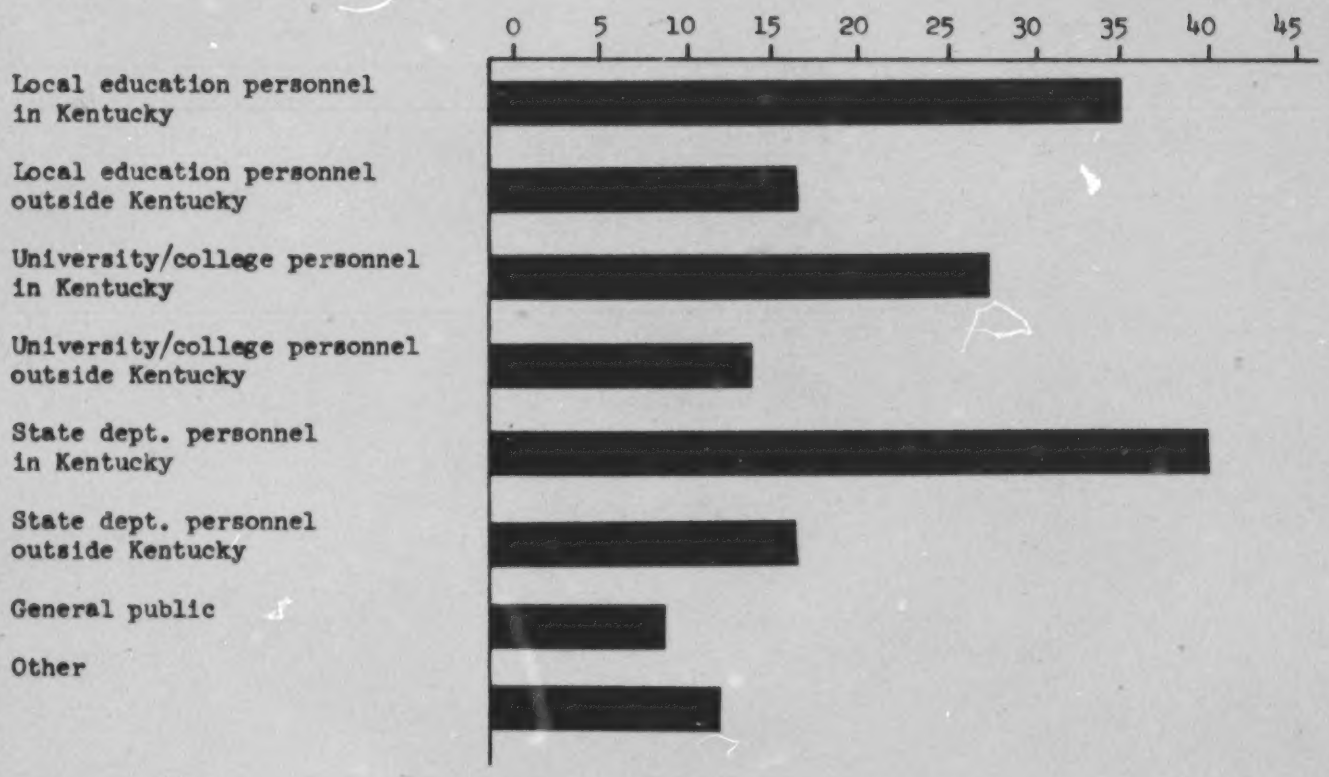


Figure 15

Parties to Whom Project Results Were Disseminated as Reports by Numbers of Project Directors



Question 8: What sources of information are utilized by RDU clients in planning and initiating projects?

Figure 16 illustrates that potential project directors most frequently turn to professional colleagues in Kentucky colleges and universities (38 projects) and other Kentucky state department staff personnel (36 projects) and RDU staff (28 projects) when seeking advice for planning a project. Potential project directors make the least use of National Technical Information Services (2 projects), RDU publications (3 projects), other Kentucky Department of Education publications (4 projects), RDU memoranda (8 projects), and journal articles (9 projects). Respondents could check as many sources of information as appropriate when responding to this item.

Question 9: What types of project goals are appropriate for RDU funded projects?

Figure 17 indicates that from a group of potential project goals, the three goals which were most frequently selected as appropriate for the projects were: Improved job skills (14 projects), Career and occupational guidance and counseling (13 projects), and Improved awareness of self and career development (13 projects). The potential goals selected with the least frequency were: Increased attendance rates (6 projects) and Dropout prevention (7 projects). Respondents could check as many goals as appropriate when responding to this item.

Question 10: To what extent are RDU projects evaluated?

Project directors in 64 percent of the projects reported that their projects had been evaluated. Of those projects which were evaluated, 57.6 percent had only internal evaluation, while 42.4 percent had both internal and external evaluation.

The summarized perceptions of the project directors to three key questions about the availability and quality of the services provided by the RDU are presented in the remainder of this section.

Sources of Information Utilized in Planning and Implementing Projects as Reported by Numbers of Project Directors

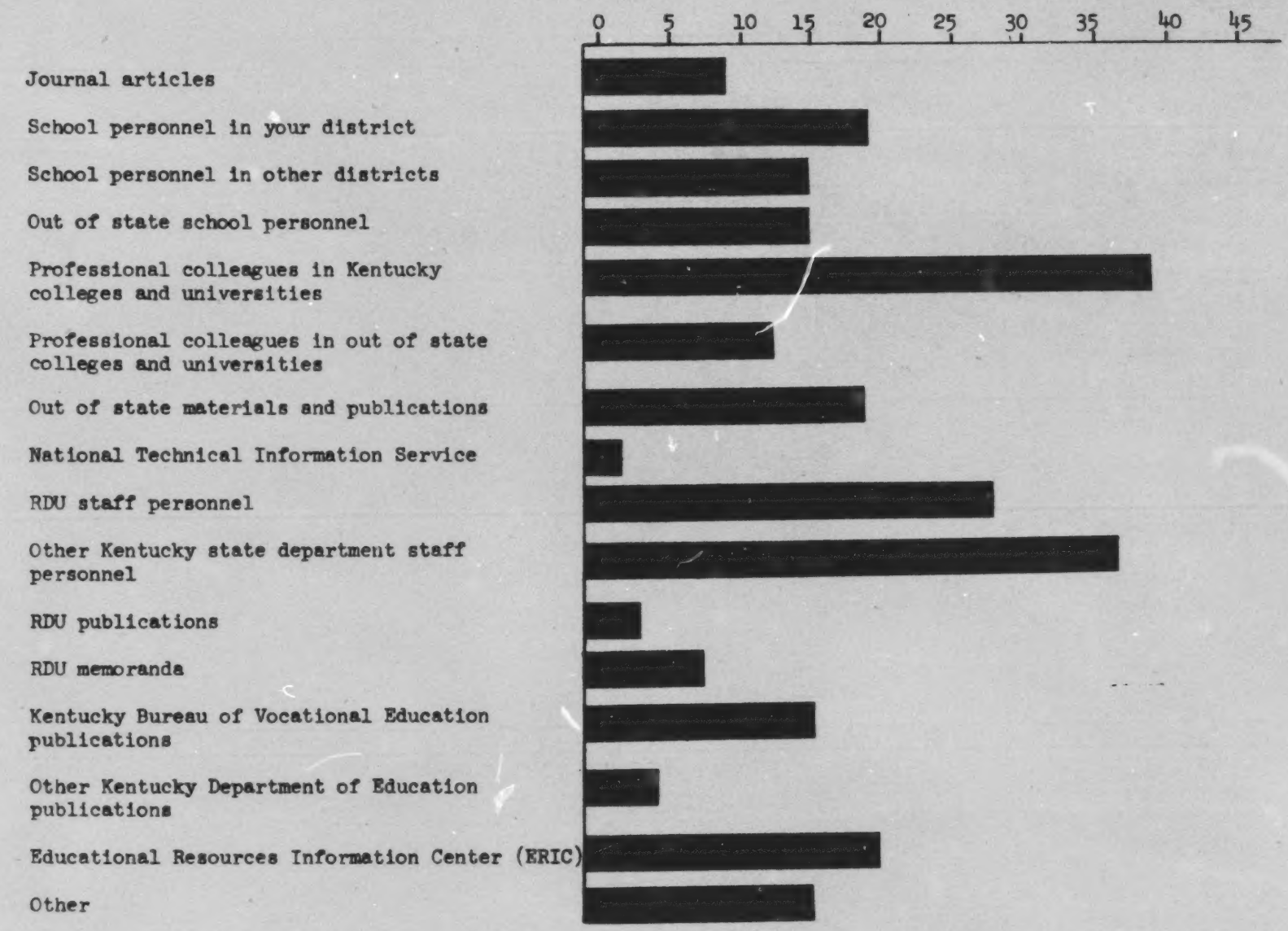
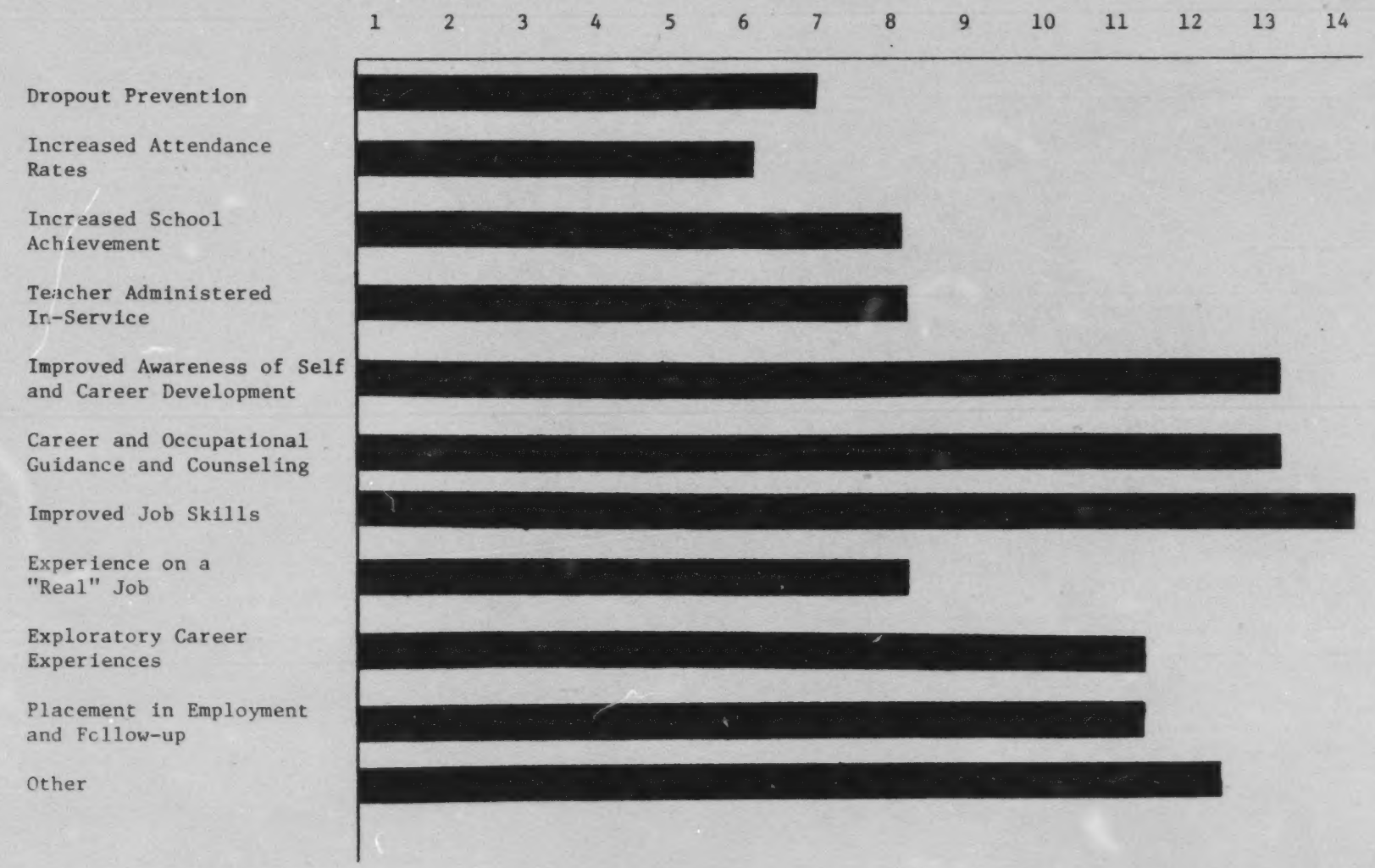


Figure 17

Potential Project Goals as Reported by Numbers of Project Directors


1 2 3 4 5 6 7 8 9 10 11 12 13 14
Dropout Prevention
Increased Attendance Rates
Increased School Achievement
Teacher Administered In-Service
Improved Awareness of Self and Career Development
Career and Occupational Guidance and Counseling
Improved Job Skills
Experience on a "Real" Job
Exploratory Career Experiences
Placement in Employment and Follow-up
Other

Question 11: What is the attitude of directors of RDU funded project towards the selection, monitoring and dissemination activities conducted by the RDU for research and exemplary projects?

Questionnaire results indicate that 82.5 percent of project directors reported that they are either moderately or highly satisfied with the proposal review process. These results are illustrated in Figure 18.

Question 12: To what degree has the RDU provided assistance to projects?

Figure 19 indicates that the RDU personnel (or other state staff) have provided consultative assistance in developing proposals to over 75 percent of the projects. Technical asisstance, after a project was funded, was provided to 54 percent of the projects. A total of 50 percent of the project directors were not aware of the RDU priorities for the type of proposals it would accept. However, priorities were not established until approximately two years ago.

Question 13: To what degree has the RDU disseminated project results?

Figure 20 indicates that consultative assistance in disseminating project results was provided to 54 percent of the projects. Project directors felt that the RDU had disseminated the project results to other educational changes in 53 percent of the cases, to the general public in 20 percent of the cases and had helped developed similar projects in 42 percent of the cases. An average of 37 percent of the project directors did not know whether or not the RDU had disseminated the results of their project or had helped to develop other projects of a similar nature.

Figure 18

Percent of Project Directors Reporting Satisfaction
with RDU Proposal Review Process

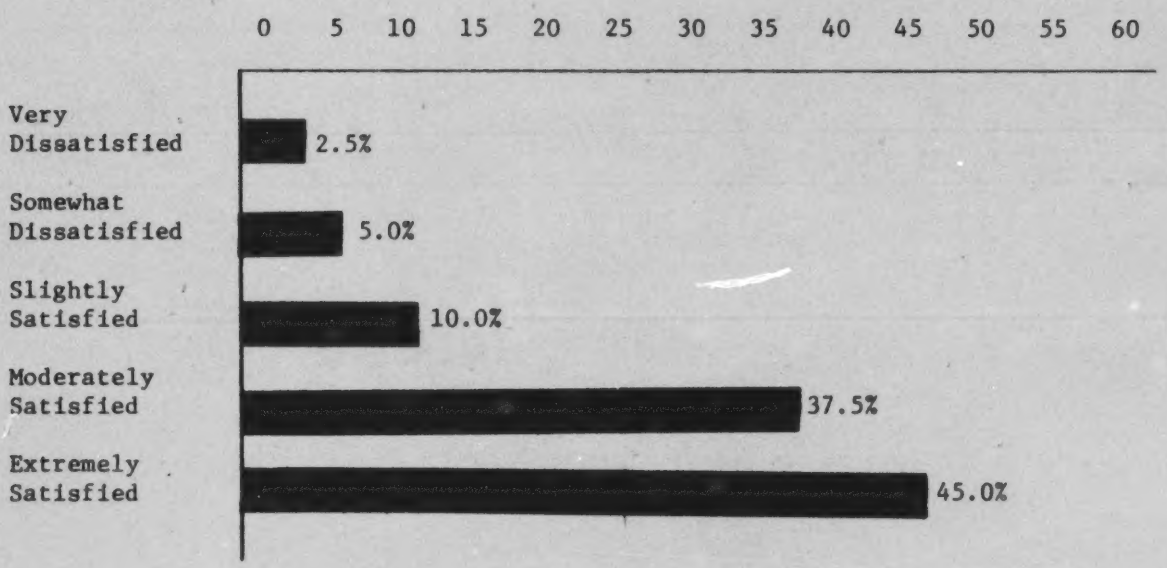


Figure 19

RDU Assistance with Projects
as Perceived by Project Directors

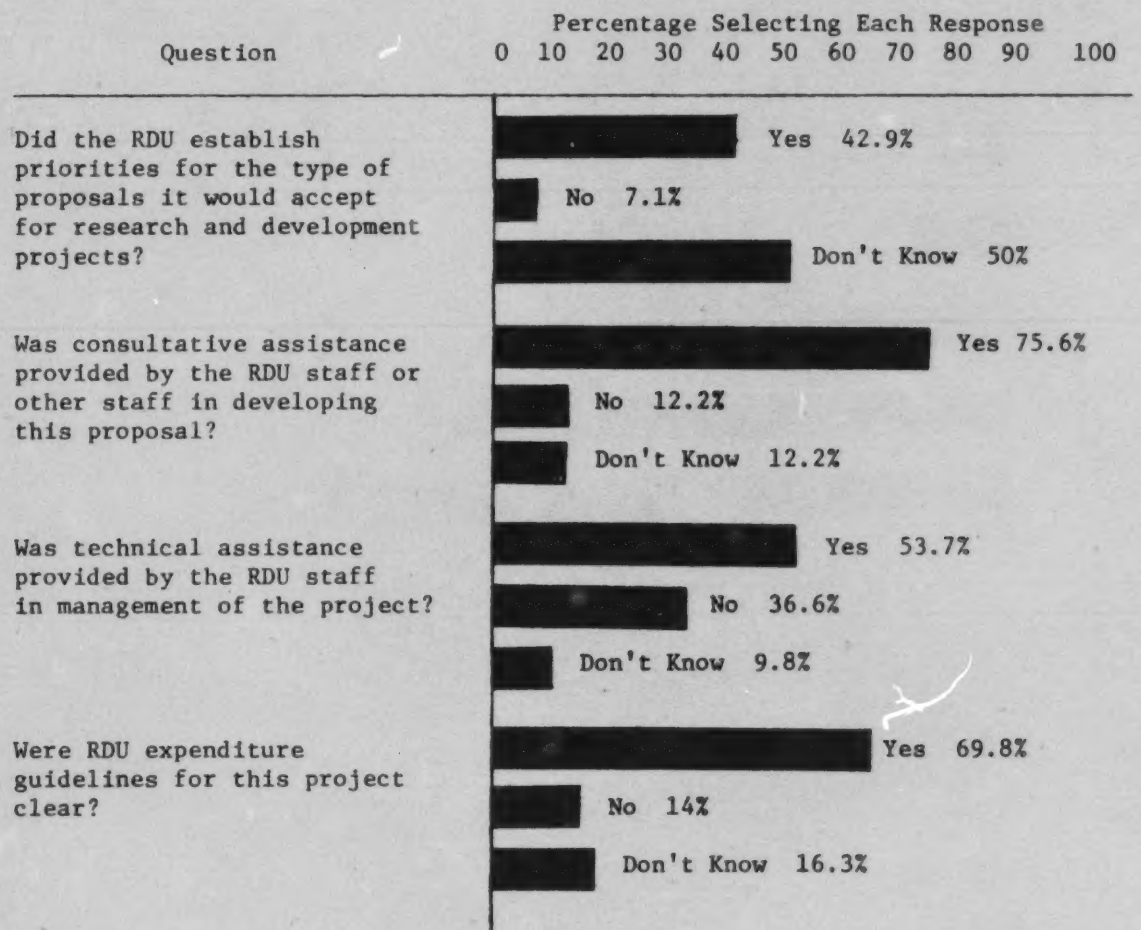
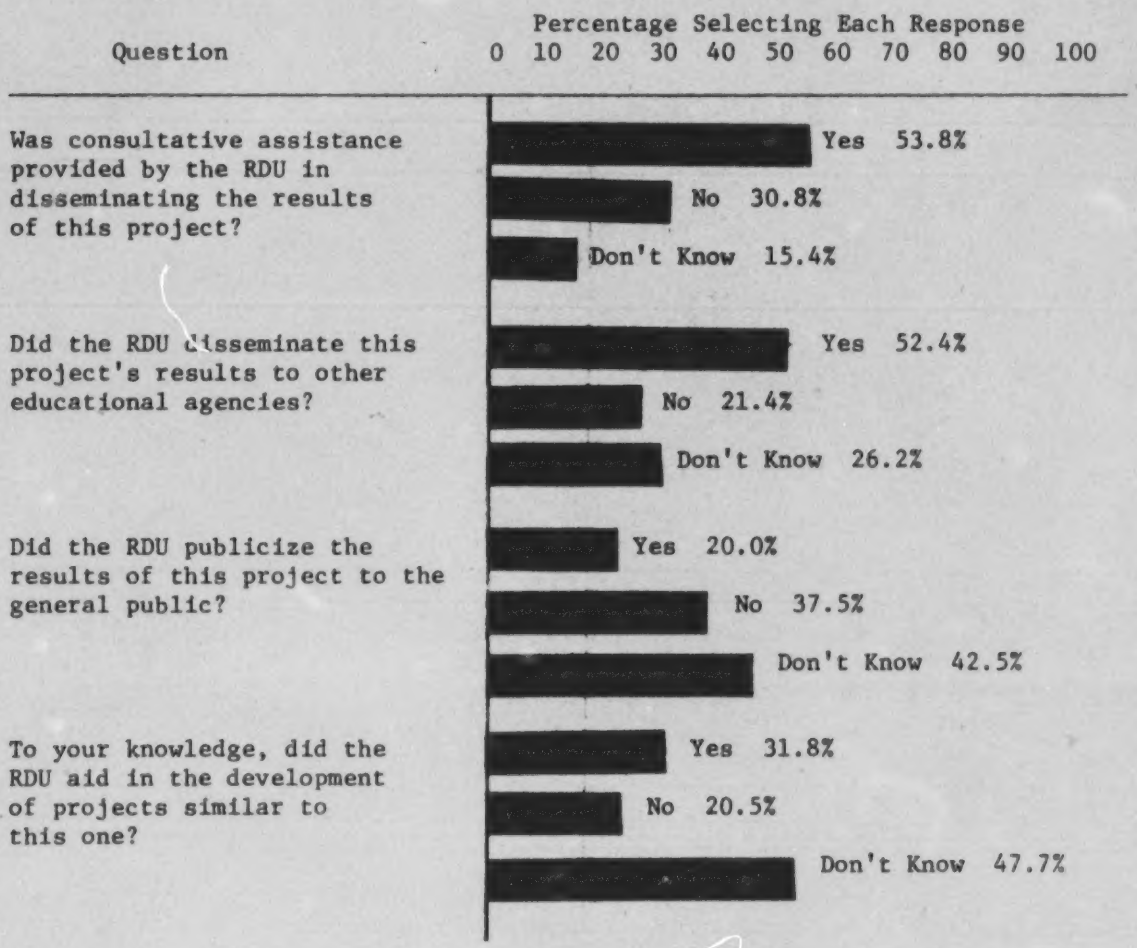

Question
Percentage Selecting Each Response
0 10 20 30 40 50 60 70 80 90 100
Did the RDU establish priorities for the type of proposals it would accept for research and development projects?
Yes 42.9%
No 7.1%
Don't Know 50%
Was consultative assistance provided by the RDU staff or other staff in developing this proposal?
Yes 75.6%
No 12.2%
Don't Know 12.2%
Was technical assistance provided by the RDU staff in management of the project?
Yes 53.7%
No 36.6%
Don't Know 9.8%
Were RDU expenditure guidelines for this project clear?
Yes 69.8%
No 14%
Don't Know 16.3%

Figure 20

RDU Participation in the Dissemination of Project Results as Reported by Project Directors


Question
Percentage Selecting Each Response
0 10 20 30 40 50 60 70 80 90 100
Was consultative assistance provided by the RDU in disseminating the results of this project?
Yes 53.8%
No 30.8%
Don't Know 15.4%
Did the RDU disseminate this project's results to other educational agencies?
Yes 52.4%
No 21.4%
Don't Know 26.2%
Did the RDU publicize the results of this project to the general public?
Yes 20.0%
No 37.5%
Don't Know 42.5%
To your knowledge, did the RDU aid in the development of projects similar to this one?
Yes 31.8%
No 20.5%
Don't Know 47.7%

Assessment of the Characteristics of Higher and Lower Impact Projects

The purpose of this stage of the study was to determine if there are common characteristics of higher versus lower impact projects. It was hypothesized that high and low impact projects would tend to differ in areas such as:

1. Amount and type of resources (funds, time, personnel)
2. Quality of project staff
3. Climate of the organization in which the project is implemented
4. Extent of project planning
5. Characteristics of the project itself (e.g., amount of participant involvement, feasibility of the scope of work, amount of change required by the project, etc.)
6. Quality of project implementation
7. Project participants
8. Amount and type of project evaluation

Since the results in this section are based on a sample of only ten projects, the results should be viewed carefully. Some strong trends distinguishing higher and lower impact projects are apparent in the data. However, further study is needed to verify these trends with a larger sample of projects.

Project Resources

The amount of funds expended and and length of time for completion did not significantly differ between high and low impact projects. The average dollar expenditure on high versus low impact projects differed by only $24. The average duration of the projects differed by 9 months, with high impact projects having the longer timelines. However, this difference is not statistically significant using a t-test for independent samples. As a group, both high and low impact project directors felt that they had sufficient funds, staff, and facilities for implementing their project. However, 40 percent of the low

impact project directors felt that the amount of time allocated was insufficient and 60 percent felt they had insufficient support services (secretarial, printing, graphics) for implementing their projects. In both cases, 100 percent of the high impact project directors were satisfied with timelines and support services.

All project directors felt that: (1) funds were provided in a timely manner; (2) they were allowed sufficient flexibility by the funding agency in use of the funds; and (3) the scope of work for the project was realistic.

Project Staff

Although high and low impact projects tend to have about the same average number of full time equivalent (FTE) professional staff (average = 1.8 FTE), high impact projects have an average of twice as many part-time staff who may or may not receive salary. This indicates that high impact projects tend to have more widespread involvement of people.

The greatest percentage of directors in low impact projects (60 percent) worked at the local school building level before taking on the role of project director. On the other hand, the greatest percentage of directors for high impact projects (80 percent) worked at the local school district or regional level. This may indicate that high impact projects tend to have directors who have contacts with more people throughout the district.

Low impact projects tend to have greater staff turnover than high impact projects. There are turnover of staff in 80 percent of low impact projects as compared to 20 percent of the high impact projects. This indicates that continuity of staff through the life of a project tends to increase its impact.

As rated by project directors, high and low impact projects had equal amounts of project-related pre-service experience and education and in-service training.

Organizational Climate

The support for projects within their organizational settings does not appear to differ between high and low impact projects, according to their directors. However,

more of the low impact projects were initiated from the top down rather than growing out of a locally developed idea.

High impact projects tended to enjoy a slightly higher level of visibility and acceptance within the school district than did low impact projects (100 percent versus 60 percent). High impact projects tend to have more coverage in local media and newsletters.

All of the districts or agencies sponsoring high impact projects had participated in prior research and development efforts while only 40 percent of the low impact projects had done so.

Project Planning

Although objectives were written out for both high and low impact projects, high impact projects tended to have:

1. a greater number of objectives, and

2. more detailed objectives.

Most of the projects prepared some type of a break-down of the tasks which the project hoped to complete through a PERT chart, time effort chart, etc. However, when asked to see these planning documents, none of the low impact projects could produce them while 60 percent of the high impact projects could.

Position descriptions for project staff were prepared in 60 percent of the high impact projects and only 20 percent of the low impact projects. An evaluation plan for assessing the outcomes of the project was built into the original project plan of 80 percent of the high impact projects and only 40 percent of the low impact projects.

Low impact projects used advisory committees or other community groups in planning the project more frequently than did high impact projects (100 percent of low versus 60 percent of high). On the other hand, high impact projects tended to seek more active involvement from project participants in planning the project.

Project Implementation

Both high and low impact projects used consultative assistance and felt that they had the freedom to make decisions and necessary changes in the project as it progressed. High impact projects tended to be more responsive and change oriented. The original project objectives changed in 60 percent of the high impact projects and in none of the low impact projects. In the low impact projects, proposals were perceived as being contractual, therefore, objectives were not changed. High impact projects viewed the proposal as an initial planning document that should grow and change as the project was being implemented.

Project Characteristics

Low impact projects tended to be more difficult to communicate to participants. Of the low impact projects, 40 percent of the directors felt that participants did not have adequate orientation and in-service about the project. On the other hand, all directors from high impact projects felt participant orientation was adequate.

All projects required time commitments from participants other than regular school hours. As noted in the results section on the Participants' Questionnaire, 40 percent of the project participants felt that an excessive amount of their time after school hours was required for the project.

The amount of change required by the project in current patterns of the school or classroom were the same for both high and low impact projects. In both cases, about half the projects required larger changes while half required smaller changes.

Project Evaluations

All project directors viewed their project favorably. All felt that their project had brought about positive changes in the knowledge, attitudes, or behaviors of participants. All felt that the products developed through the project would withstand the test of time and that the end products or outcomes justified the resources expended.

However, when it comes to empirically measuring the effectiveness of the projects, 100 percent of the high impact projects and only 60 percent of the low impact projects conducted a final evaluation. For the final evaluations, 80 percent of the high impact projects used objective, empirical data, such as test scores collected either on a pre-post basis or through a control group. None of the low impact final evaluations used objective data. They relied instead on subjective, judgmental data, such as various individual's opinions about the worth of the project, to evaluate the project.

Figure 21 summarizes some of the key differences in the characteristics of high and low impact projects. The distinguishing characteristics are placed in decending order of importance based on the magnitude of difference between high and low impact projects.

An additional objective of the ten on-site visits was the collection of data from students, teachers, and administrators who had participated in the projects. To this end, a Participant Questionnaire was completed by 57 individuals. They included 13 students, 19 teachers, 6 guidance counselors, and 19 "others" who were primarily educational administrators. Twenty-eight had participated in the five high impact projects while the remaining 29 had participated in the five low impact projects.

Most questionnaire items called for Yes/No responses followed by open-ended comments. The pattern of Yes/No responses of the group of individuals who had participated in the high impact projects were compared with those of the individuals who had participated in the low impact projects. Noteworthy differences were found in the response patterns of the two groups on four of the ten items. The first of those, Item 2, asked respondents, "Are you currently involved in this project?" Twenty-six of the 28 (93 percent) respondents from the high impact projects answered "Yes"; however, only 10 of the 28 (36 percent) individuals from the low impact projects who answered this question responded "Yes". This pattern of responses tends to confirm that the effects of those projects which had been designated high impact were longer lived than those of the projects which had been designated low impact.

Figure 21

Summary of Some Distinguishing Characteristics
of Higher Versus Lower Impact Projects

		Amount of Difference
Objective Evaluations		
* H [redacted] 80%	High impact projects tend to use objective data to evaluate project effectiveness while low impact projects tend to use subjective data.	80%
** L none		
Participant Orientation		
H [redacted] 100%	High impact projects tend to provide more adequate orientation for participants concerning their role in the project.	60%
L [redacted] 40%		
Change in Objectives		
H [redacted] 60%	High impact projects tend to view the proposal as an initial planning document and allow project objectives to change during implementation while low impact projects tend to view the proposal as a contractual agreement and do not change the original objectives.	60%
L none		
Participant Involvement in Planning		
H [redacted] 60%	High impact projects tend to involve participants more fully in project planning.	60%
L none		
Accessible Planning Documents		
H [redacted] 60%	High impact projects tend to have more accessible planning documents, such as PERT or time effort charts and objectives.	60%
L none		

*Higher

**Lower

Figure 21, continued

		Amount of Differences
Prior R & D Efforts H 100% L 40%	High impact projects tend to be sponsored by organizations who have conducted prior R & D efforts.	60%
Staff Turnover H 20% L 80%	High impact projects tend to have less turnover of project staff.	60%
Project Directors from District Level H 80% L 20%	High impact projects tend to have more directors from the school district or regional level while low impact projects tend to have more directors from the school building level.	60%
Sufficient Support Services H 100% L 40%	High impact project directors are more satisfied with the support services (secretarial, printing, graphics) available for the project.	60%
Number of Part Time Staff H $\bar{x}$= 5.9 people L $\bar{x}$= 2.8 people	High impact projects tend to use more part time project staff.	56%
Final Evaluation H 100% L 60%	High impact projects conduct more final evaluations of project effectiveness than low impact projects.	40%
Positive Descriptions H 60% L 20%	High impact projects tend to have more position descriptions describing the roles of project staff.	40%

Figure 21, continued

PrePlanned Evaluation		Amount of Differences
H 80% L 40%	High impact projects tend to have preplanned evaluation procedures concerning how the outcomes of the project will be evaluated.	40%
Advisory Committees		
H 60% L 100%	High impact projects tend to use fewer advisory committees for project planning.	40%
Adequate Facilities		
H 88% L 58%	More participants in high impact projects felt that adequate facilities (space, materials, and equipment) were available for implementing the project.	30%
Continuation After Funding Ends		
H 96% L 67%	More participants in high impact projects feel that they are still involved in the project after funding ends.	29%
Project Duration		
H $\bar{X}$= 31.6 months L $\bar{X}$= 23.6 months	High impact projects tend to have slightly longer timelines.	26%
Clarity of Project to Participants		
H 95% L 74%	More participants in high impact projects felt that they had adequate help in understanding their role in the project.	21%
Use of Products		
H 76% L 67%	Slightly more participants in high impact projects say that they are still using the products developed.	9%

This assessment regarding the duration of high impact projects' effects was also supported by the pattern of responses to Item 3. This item asked respondents, "Are you currently using products (materials, processes or findings) developed in this project?" The three response alternatives to the question were "Yes", "No", or "No Products Were Developed". Twenty-one of the 27 (78 percent) individuals from high impact projects who responded to this question answered "Yes". The remaining six (22 percent) from the high projects who answered the question responded that "No Products Were Developed."

Twenty-eight individuals from the low impact projects responded to this same question. Nineteen of the 28 (68 percent) responded "Yes". Four of the 28 (14 percent) responded that "No Products Were Developed" on their projects. Interestingly enough, five of the 28 (18 percent) indicated that they were no longer using products developed during their projecgs. This pattern of responses to Item 3 tends to confirm the assessment that the effects of high impact projects were more likely to be long-lived than those of low impact projects.

A noticeable difference in the pattern of responses was also evident for Item 6. This asked respondents, "Do you believe that you were provided with all necessary help in fully understanding your part in the project?" Twenty of the 21 (95 percent) individuals from the high impact projects who responded to this question answered "Yes". However, five of the 21 (24 percent) individuals from the low impact projects who responded to the question answered "No". These response patterns imply that a substantially larger portion of participants in the low impact projects may have felt somewhat uncertain about their project roles than the participants from the high impact projects.

Item 7 also reflected a noteworthy difference in the response patterns of the two groups. This question asked, "Were you provided with all the physical resources (space, materials, equipment) to successfully participate in the project?" Twenty-three of the 27 (85 percent) individuals from the high impact projects who answered this question responded "Yes". However, 10 of the 26 (38 percent) individuals from the low impact projects who answered the question responded "No". Evidently, inadequate physical resources were more likely to be perceived as a problem by individuals from low impact projects than by those who had participated in high impact ones.

In summary, a comparison of group response patterns to the four items discussed here reveal noteworthy differences in the perceptions of individuals from high and low impact projects. Generally speaking, participants in high impact projects were more likely than those in low impact projects to see themselves as still being currently involved with those projects. Moreover, individuals from high impact projects were more likely than those from low impact projects to still be using products developed during those projects. On the negative side, participants from low impact projects were more likely than those from high impact projects to believe that they hadn't been provided with all the help necessary in fully understanding their project roles. They also were more likely than those from the high impact projects to feel that the physical resources for their projects had been inadequate.

Items 9 and 10 on the Participant Questionnaire asked respondents to list three weaknesses and three strengths of their projects. The patterns of answers of respondents from both high and low impact projects was similar on both items. The most frequently mentioned strengths included increased student/teacher involvement, strengthened institutional cooperation, improved vocational awareness and choice among students, and increased opportunities for hands-on educational experiences. With regard to project weaknesses, the need for more resources was frequently mentioned by both groups. Low impact project participants also emphasized the lack of teacher interest/motivation and weak leadership/poor planning as project weaknesses. High impact project participants frequently mentioned poor guidelines and the need to better inform the community as project weaknesses.

On-site Evaluation of the RDU

A completed Summary Ratings of the On-site Review Team is presented in the Evaluation Profile of the Kentucky RDU (Figure 22). A total of eight (8) of the 40 sub-areas were rated as "High Need for Improvement." These include: (1) Specificity of FY 76 Objectives, (2) Communication between the RDU and Other BVE Units, (3) Leadership and Coordination of Research, Evaluation, and Demonstration Activities for Kentucky, (4) Visibility and Clarity of the RDU to Kentucky Vocational Educators, (5) Amount of Funding, (6) Amount of Diversity and Growth of Funding Sources Over Time, (7) Extent of Use of Products, and (8) Quality Assurance Procedures. Of the remaining 32 sub-areas, 12 were rated as "Moderate Need for Improvement," and 20 were rated as "Low Need for Improvement."

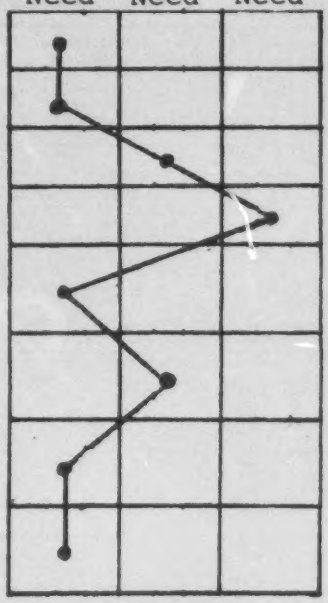
Figure 22

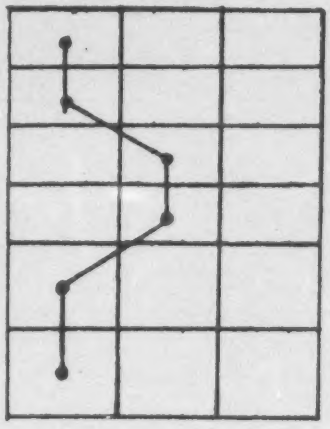
Summary Ratings of the Review Team

Evaluation Profile of the Kentucky RDU

Need for Improvement

	Low Need	Medium Need	High Need
A. Goals and Objectives of the RDU			
1. Philosophy and mission			
2. Goal clarity			
3. Goal consensus and support			
4. Specificity of FY 76 objectives			
5. Importance and scope of FY 76 objectives			
6. Continuity of objectives and projects over time			
7. Congruence between stated and actual role			
8. Evidence of goal and objective achievement			
B. Internal Organization and Management of the RDU			
9. Planning techniques			
10. Management techniques			
11. Project record keeping system			
12. Role clarity			
13. Teamwork and communication among staff			
14. Flexibility and responsiveness to change			





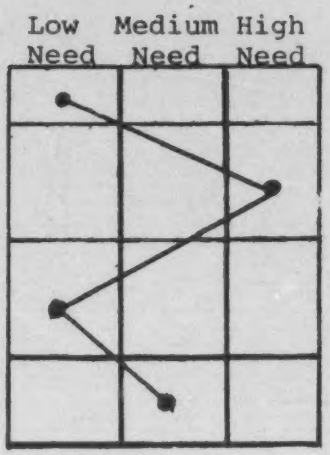
C. Inter- and Intra-Agency Relationships

15. Organizational role of the RDU within KSDE

16. Communication between the RDU and other BVE units

17. Communication between the RDU and other KSDE divisions and bureaus

18. Contact with agencies outside KSDE



D. Implementation of Goals

19. Leadership and coordination of R, E, D activities for Kentucky

20. Process for determining R & D priorities for Kentucky

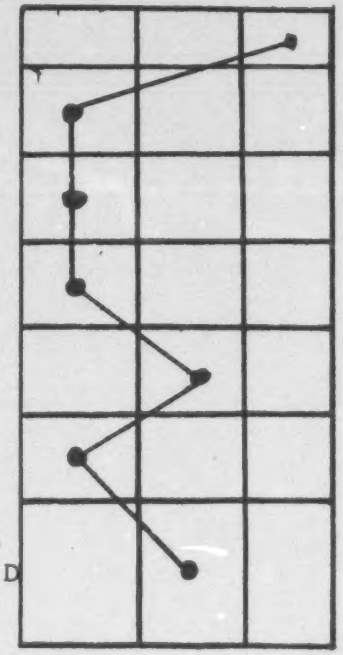
21. System for developing program budgets

22. Procedures for soliciting, reviewing and selecting projects

23. Procedures for monitoring projects

24. Technical assistance provided to projects

25. Procedures for disseminating information and products from R & D projects in Kentucky and elsewhere

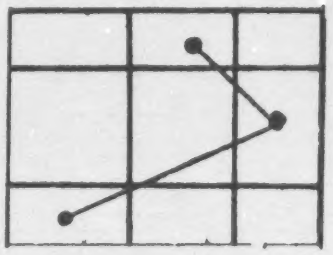


E. Client Relationships

26. Variety of clients served

27. Visibility and clarity of the RDU to Kentucky vocational educators

28. Client interaction

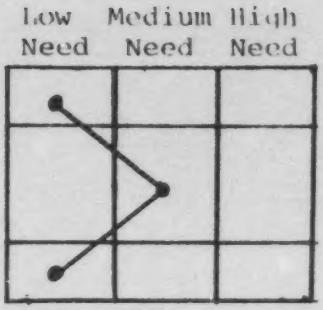


F. Personnel

29. Background and qualifications of personnel

30. Opportunities for staff to upgrade their professional competence

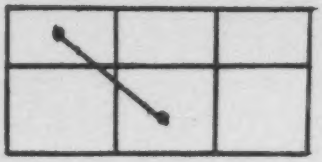
31. Equal Employment Opportunities



G. Facilities and Support Structure

32. Office space, equipment, and supplies

33. Support structure and clerical personnel

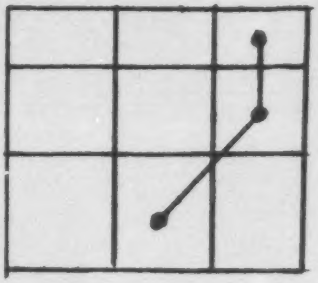


H. Costs

34. Amount of funding

35. Amount of diversity and growth of funding sources over time

36. Balance of funds among various types of projects and vocational service areas



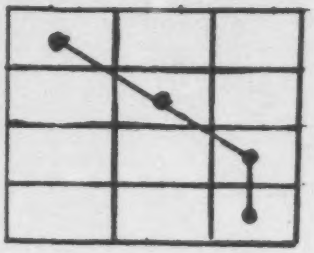
I. Outcomes and Products

37. Cost-effectiveness of products

38. Quality of products

39. Extent of use of products

40. Quality assurance procedures



Commendations and Recommendations

Goals and Objectives

Commendations:

1. The present statements of philosophy and mission, goals, and objectives form a sound step in planning.

2. The present statements of objectives constitute a movement towards greater specificity then in previous years.

Recommendations:

1. The logical flow from mission to function to goal statements to objectives to activities--moving from general statements to those which are more specific--needs to be strengthened. This could be developed utilizing a format such as:

Mission	Functions	Goal Statements	Objectives	Activities

In this format, the specificity increases as you move from left to right. Additionally, the activities would require the most change each year.

2. The Fiscal Year Project Priority areas should be more completely operationalized by specifying the anticipated outcomes or intent of the priority area.

3. The RDU should initiate long term planning of projects from research through development in order to facilitate dissemination and implementation.

Internal Organization and Management

Commendations:

1. The system for internal control by immediate notification of receipt of proposals, notification of status of proposals, and proposal review procedures appears to be excellent.

2. The current project files have simple, effective management forms for control purposes.

3. The system of management by objectives (MBO) represents a commendable procedure for operating the RDU.

4. The present location of the RDU within the BVE is appropriate for the activities that it conducts.

Recommendations:

1. The current division of labor, which is based primarily on sources of funds, should be reassessed. The current division may limit the logical research, exemplary, dissemination, evaluation process by creating "turfmanship" and fragmentation of efforts. One possible alternative would be assignment of personnel to the various types of projects (e.g., teacher education, curriculum development, administration and planning, etc.). This alternative could allow for follow-through of activities from research to development to dissemination to evaluation. This reassessment would be especially helpful if the new vocational education legislation combines the sources of funds (i.e., Part C, D, and I).

2. Improve the communication and coordination among staff within the RDU. This could be enhanced by a common set of goals that are well known to the staff that could help unify individuals' objectives and activities.

Inter- and Intra-Agency Relationships

Commendations:

1. Divisional directors within BVE appear to be very well informed about RDU activities. As a group, they generally view research and development favorably and fully support the RDU's activities. Informal linkages and cooperative efforts between the RDU and divisional heads are frequent. Divisional directors can generally describe the RDU's publications, the roles of various RDU staff, the purpose and objectives of the RDU, and several of the more recent research and exemplary projects.

2. The RDU maintains excellent linkages with local colleges and universities. University personnel are frequently asked to provide advice for planning projects and serve as project directors.

3. The relationship with the State Advisory Council for Vocational Education appears to be good.

4. Those individuals who are assigned dissemination functions are actively involved in the review of all proposals--giving particular attention to the process of dissemination from the beginning of this project.

Recommendations:

1. Many unit directors within BVE appear to have out of date information about RDU activities and range from "laissez faire" to negative in their attitudes toward research and development efforts. Communications with unit directors must be improved so that they become more supportive and knowledgeable of research and development activities. Unit directors must be helped to more effectively inform local vocational personnel about research and development priorities, activities, and products for Kentucky. This can be accomplished through such channels as: (1) providing more opportunities for one-to-one dialogue between unit directors and RDU staff through office visits and telephone calls; (2) meeting with unit directors at least twice a year to discuss research and development priorities, activities,

and products; (3) communicating information to unit directors in a manner which helps them see how research and development activities relate specifically to their service area. (For example, when dissemination literature is sent to them, handwritten notes can be added to highlight how a research and development priority or product relates to their service area.) (4) using the daily BVE Bulletin, notices on bulletin boards, and other informal reminders more frequently to maintain greater visibility of the RDU with BVE.

2. Develop closer ties with the occupational information unit. This unit seemed less informed of the activities of the RDU than other units in the Program Supporting Services Division. Furthermore, the occupational information and personnel demand and supply could play an important role in certain research and development activities.

3. Develop closer ties with the Office of Planning and Research of the Kentucky Department of Education.

4. When task forces are formed to work on problem areas or review proposals of the RDU, insure that there is a balance between interested volunteers and "disinterested draftees." Representatives from the local level should serve on proposal review teams. In most instances, local education personnel will serve on proposal reading teams. Often, these proposals could be reviewed at their agency without additional expense. Unit directors should not be asked to review proposals which they helped develop.

Implementation of Goals

Commendations:

1. The procedures followed in establishing priorities is sound and this effort should be continued.

2. The present process of involving a variety of persons in Frankfort to review proposals is desirable and should be continued.

3. The present system of monitoring projects appears to be well received by project personnel.

4. Within the parameters presently being used to define dissemination, the RDU is doing an outstanding job.

Recommendations:

1. An advisory committee for the RDU should be established to assist in establishing priorities for research and development. Membership should include business and industry, teachers, researchers, developers and others interested and involved in research and development. This advisory committee could be developed around the existing Council of University Representatives. This committee could also serve as an important link in a communication network. This would basically be a broader based committee than is presently being utilized.

2. Travel should be established as a line item in the RDU budget and allow greater flexibility in in-state and out-of-state use. This is particularly critical for a state agency that is to be a linkage unit to other state and federal research and development activities.

3. The people who review proposals should be expanded to include teachers and business and industry representatives.

4. The RDU concept of dissemination should be expanded to include demonstration, diffusion, and implementation. These activities could be accomplished through systematic liaison with program development personnel and regional vocational education staff.

Client Relationships

Commendations:

1. The RDU staff is especially well received by their present clients. The staff monitoring activities are viewed as being helpful.

2. The proposal writing workshops are viewed as being very helpful.

Recommendations:

1. Interaction with educational personnel at the local and regional levels need to be increased. If possible, the number of clients served by the RDU at the local and regional level should be expanded.

2. The RDU should take every opportunity to increase its visibility through displays and exhibits at meetings and conventions.

3. More attention should be placed on the awareness of what the RDU is, what services are provided, and how projects are reviewed and funded.

Personnel

Commendations:

1. The personnel appear to be well qualified to perform the functions specified within the framework of the state plan.

2. The present staff represents a broad background of training and expertise.

Recommendations:

1. The RDU staff should be provided opportunities to keep up to date with new and emerging issues in research and development. A variety of techniques such as in-service, courses, books, journal articles, meetings, etc. should be considered as techniques for updating personnel.

2. More emphasis should be placed on building a state research capacity at all levels to increase the research and development constituency. This could be enhanced by activities such as inservice programs, interns, and an exchange program between research and administration.

Facilities and Support Structure

Commendations:

1. The office facilities provided in the RDU are excellent. The offices are roomy, well lighted and attractively furnished.

2. Adequate supplies and equipment were available for staff use.

Recommendations:

1. Opportunities should be provided for upgrading the support staff. A number of RDU and BVE staff mentioned that there is a problem in hiring and retaining competent staff.

2. Additional physical space will soon be needed for materials that are to be disseminated. Furthermore, a display area for new products would be helpful.

Costs

Commendations:

1. The RDU has effectively administered the funds available to it from the Part B, C, D, and ARC for research and development activities and projects.

Recommendations:

1. The RDU should broaden its view of research and development to include more than the use of Part B, C, and D of the vocational education legislation and some ARC funds. Greater effort should be made to secure research and development funds from Parts B, F, and G; Comprehensive Employment and Training Act (CETA), Bilingual, National Institute of Education (NIE), U. S. Office of Education, etc.

2. Support for dissemination vehicles (Tempo, Probe, Innovate and Omnibus) should be a part of the operating budget rather than on a continuing project basis.

Outcomes and Products

Commendations:

1. The quality of products has been significantly upgraded in the past year. This effort should be continued.

2. The costs of the products reviewed are reasonable and comparable with similar efforts in other states.

Recommendations:

1. Documents should be more prominently identified on the cover as products of the RDU.

2. The RDU should initiate a study to determine the extent to which products are being used throughout the state.

3. Quality assurance procedures should be implemented through (1) more detailed and systematic descriptions of internal evaluation included in proposals; (2) continuous evaluation throughout the duration of a project; (3) reviews of products by peer panels; and (4) assessment of impact, i.e., knowledge about the products, attitudes toward the product, and behaviors resulting from the product.

4. Someone should be assigned responsibility for reviewing evaluation activities in each proposal.

Conclusions

Conclusions from the information collected through the five parts of the study are presented in this section. Conclusions are summarized around the ten original research objectives for the study.

Objective

To determine the degree to which Kentucky educators perceive that the RDU has met its goals.

Conclusion

On the average, Kentucky educators feel that the RDU has done an adequate but not an outstanding job in meeting its goals. As perceived by Kentucky educators, the RDU has had slightly more success promoting two goals: (1) disseminating information on vocational education research and development, and (2) conducting research and development projects. However, since there is very little perceived difference among the success of the RDU in promoting its various goals, Kentucky educators probably have low awareness of the RDU and its goals.

Objective

To establish a system for categorizing research and exemplary projects funded by the RDU.

Conclusion

An eight category system was developed for classifying projects funded through Parts B, C, and D of the vocational legislation and through the Appalachian Regional Commission. The categories included: (1) administration and planning, (2) curriculum development, (3) teacher education, (4) career education, (5) dissemination, (6) evaluation, (7) guidance-placement-follow-up, and (8) other. Many of the funded projects cut across two or more project classification categories.

Objective

To determine the awareness level of Kentucky educators toward the various categories of projects.

Conclusion

When asked to rate the impact of the different categories of projects, approximately 40 percent of the educators surveyed either had no opinion about the impact of the projects or did not respond to the item. Therefore, many Kentucky educators are probably not aware of RDU sponsored projects. When a random sample of persons who did not respond to the survey were contacted, the most frequently given reason for not responding was lack of awareness of the existance of the RDU and its functions. However, through informal conversations with educators in Kentucky, it became apparent that many educators are aware of several research and exemplary projects but do not associate these projects specifically with the Resource Development Unit.

Objective

To determine the degree of impact the various categories of projects have had on education as perceived by Kentucky educators.

Conclusion

Half of the Kentucky educators surveyed felt that the various categories of projects have had moderate to high positive impact. About 10 percent felt the projects have had no impact, and less than one percent felt the projects have had negative impact. The highest perceived impact projects are in the area of curriculum development. The majority of "no opinion" responses are in the area of dissemination which may indicate that practitioners are less aware of projects in this category. However, it should again be noted that dissemination projects have not been in operation as long as many of the other categories of projects. Furthermore, the majority of these projects were not funded until last year.

Objective

To determine the extent to which funded research and exemplary projects continue to operate.

Conclusion

The concepts and strategies, in a very high percentage of projects, have continued to be in operation. Project directors in over 87 percent of the projects report continuation after RDU funds were terminated. Over 60 percent of the project directors report that findings or products of the project are currently being utilized.

Objective

To determine the percentage of resources that state and local schools contribute to funded research and exemplary efforts in vocational education.

Conclusion

After RDU funding was terminated, many projects obtained funding from other sources. Of the 70 percent of the projects who obtained other funding, 27.5 percent received state funding, 23.5 percent received local funding, and 19.6 percent received funds from other sources.

Objective

To identify tangible evidence of impact of research and development projects.

Conclusion

The projects funded through the RDU have had the greatest impact on students in the areas of: improved job skills; career and occupational guidance and counseling; and improved awareness of self and career development as reported by project directors. Funded projects have had the least impact on students in the areas of increased attendance rates and dropout prevention. Other areas of institutional impact reported by project directors include: (1) greater continuity between elementary, junior high, and high school programs; (2) more community awareness of and involvement in education; (3) improved curricula and curriculum materials; (4) more positive attitude toward research and dissemination; (5) improved teacher competency and teaching approaches; and (6) more systematic approaches to planning and evaluating programs.

Objective

To determine characteristics which tend to distinguish projects with higher impact from those with lower impact.

Conclusion

Through an in-depth examination of five high and five low impact projects, a variety of distinguishing characteristics were determined. The characteristics on which the largest differences between higher and lower impact projects were found included:

1. High impact projects use more objective data (tests, empirical data, etc.) to evaluate effectiveness while low impact projects use more subjective data (opinions, testimonials, site review teams).

2. High impact projects provide more adequate orientation for participants concerning their role in the project.

3. High impact projects allow project objectives to change during implementation.

4. High impact projects involve participants more fully in project planning.

5. High impact projects have more accessible planning documents, such as PERT or time effort charts and objectives.

6. High impact projects have less turnover of project staff.

7. High impact projects tend to be sponsored by organizations who have conducted prior research and development efforts.

8. High impact projects have more adequate support services (secretarial, printing, graphics, etc.)

9. High impact projects have more directors from the district or regional level.

Objective

To determine the attitude of the project directors toward the RDU's activities in selecting, monitoring, and disseminating results of projects.

Conclusion

Selection. Over 80 percent of the project directors are satisfied with the proposal review process used by the RDU. Less than 10 percent are dissatisfied with the current process. Over 75 percent of the project directors reported that they had received technical assistance in developing their proposal from the RDU or other state staff. However, it should be noted that fully 50 percent of the project directors did not know if the RDU had established priorities for the type of proposals it would accept. Some recommendations by project directors in this area included:

- Simplify the procedures for applying for a project.
- Provide earlier acceptance or rejection to allow more time for project development.
- Continue successful projects over longer timelines.
- Use a concise pre-application (similar to those used by USOE) so that only the most promising bidders are asked to submit a total application.
- Improve the needs assessment used for developing the "request for proposal" priorities.
- Make RFP's less ambiguous and more specific.

The RDU was commended for its excellent proposal development guidelines which have proven to be satisfactory.

Monitoring. After funding, technical assistance was provided by the RDU to only a little more than half of the projects. Some of the recommendations by project directors in this area are:

- Lack of clarity about the duties of the project coordinator.
- RDU staff are limited in number and spread very thinly over the total education structure. They are too few for too much to be done.

Dissemination. Many project directors, unless funded by the RDU to disseminate their own results or products, may not be aware of the RDU's dissemination activities. Between 25 and 50 percent of the project directors either did not know how or to whom their project was disseminated or whether similar projects were developed. Several project directors suggested that all projects should have a significant dissemination activity and that at least 30 percent of RDU funds should be spent for project dissemination. It was also recommended that all project results in vocational education, no matter what the funding source, be channeled through the RDU for dissemination. One project director expressed his sentiments this way:

> "Let people know about what's developed. I just happened to be in a meeting where a guy mentioned some materials developed. He had a copy with him and it was almost exactly what we needed in a leadership-management program. I wonder what would have happened if fate hadn't been with us."

Recommendations

This section presents selected recommendations for future action based upon a synthesis of the results from the study. The results section of the report contains many more specific recommendations and elaborates on the recommendations presented in summary form below.

1. Develop a broader, more aware, and more active constituency for research and development in Kentucky.

    a. Build greater coordination with "opinion leaders" in the state who can improve linkages with Kentucky educators, such as BVE program unit directors, key regional office personnel and key personnel from Kentucky's colleges and universities.

    b. Indicate more direct personal contact with regional and local vocational education practitioners through avenues, such as proposal development workshops, participation of local educators on proposal review committees, and providing technical assistance.

c. Expand the RDU concept of dissemination to include demonstration, diffusion, and implementation of research and exemplary products.

d. Enhance the visibility of research and development efforts through avenues, such as displays and exhibits of products at vocational education meetings, conventions, and state fairs.

e. Identify reports and products more prominently as efforts of the RDU so that educators become more aware of the existance and activities of the unit.

f. Make support for dissemination vehicles (e.g., Tempo, Probe, and Innovate) part of the operating budget of the RDU rather than on a continuing project basis.

2. Broaden the current view of research and development to include more than the use of Part B, C, and D of the vocational education legislation and some ARC funds.

   a. Initiate greater efforts to secure research and development funds from other parts of the vocational education legislation; CETA, Bilingual, NIE, USOE, etc.

   b. Reassess the current compartmentalized division of labor among the RDU staff which may impede the logical research, development, evaluation dissemination, and utilization process.

   c. Generate a common set of over-arching goals to help unify individuals' objectives and activities and produce more programmatic research and exemplary efforts.

3. Initiate more projects in the categories of dissemination, evaluation, and teacher education.

4. Increase the circulation of Probe to Kentucky educators.

5. Increase dissemination of project results and products to agencies and local educators outside Kentucky.

6. Increase project directors' use of journal articles, out of state materials and publications, ERIC, NTIS, RDU publications/memoranda, and educational consultants outside of Kentucky in planning and implementing projects.

7. Develop more projects which impact on dropout prevention and increased attendance rates.

8. Provide more technical assistance to project directors during project implementation and consultative assistance on disseminating results.

9. Better publicize the research and exemplary priorities for Kentucky developed by the RDU.

10. Involve more project directors in disseminating project results and products.

11. Continue the excellent efforts to provide consultative assistance in developing proposals.

12. Use more objective and less subjective project evaluation procedures.

13. Encourage potential project directors to include provisions for the following when preparing proposals:

    a. orientation for participants

    b. involvement of participants in planning the project

    c. securing adequate support services and physical resources

14. Give higher priority to funding projects which:

    a. have project directors at a school district or regional level

    b. have project director who are oriented to using planning documents (time-effort charts, specific objectives, etc.)

c. are sponsored by organizations who have participated in prior research and exemplary efforts

d. assure low staff turnover

e. plan to use part time project staff

f. have well specified provisions for project evaluation

15. Encourage project directors to view the original proposal as a planning document rather than a contract to facilitate growth and development of the projects original objective during implementation.

SUPPLEMENTAL AND APPENDIX MATERIALS

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APPENDIX A

Classification of Projects by Project Type

ADMINISTRATION AND PLANNING PROJECTS
FY 1970 - FY 1975

( ) = Expenditures
CF = Carried Forward

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Booze-Allen Hamilton, Inc.	Governance of Vocational Education	Earl C. Bolton						5,000 (5,000)
Bureau of Vocational Education	Development of an Administrative Policy Manual for Vocational Education	E. P. Hilton 219 Lyons Drive Frankfort, KY 40601			10,400	(8,796)		
	Post-secondary Vocational Education Students in Kentucky; An Analysis of Variables Associated with their Enrollment in Two Types of Institutions	Royce Justice BVE						500 (500)
Madisonville	Mining and Reclamation Cooperative Education Program	Mr. Carl Barnett Director, Human Relations Island Creek Coal Co. Madisonville, KY 43421					15,263 (0) 15,263CF	15,263 (10,974) 3,527CF
Region 10 Education Office	Ashland Planning						20,900 (1,026) 19,874CF	19,874 (19,874)

CURRICULUM DEVELOPMENT PROJECTS
FY 1970 - FY 1975

( ) = Expenditures
CF = Carried Forward
* = No figures available

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Cooperative Extension Service, University of Kentucky	Concerted Services in Training and Education	Allan J. Worms Cooperative Extension Service University of Kentucky Lexington, KY 40506				10,000 (10,000)		
Bureau of Vocational Education	Development of Competency Based Examination for Practical Nursing Program Challenge	Dorothy Ray BVE				4,000 (1,154) 2,846CF	2,720 (1,003)	
	Developmental Program in Distributive Education Utilizing Simulated Occupational Experience Programs in Area Vocational Schools	Bill Jeffrey BVE 21st Floor	*					
	Reading Improvement Program for Vocational Students with Special Needs	Donna Lee Stratton BVE	*					
Davies County Board of Education, Apollo High School	A Triangular Teaching Process; Using Mass Communication as a Media to Integrate Vocational and Academic Curricula	Mr. Frank List Apollo High School Tamarack Road G'boro, KY					8,188 (8,187)	

Curriculum Development Projects, cont'd.

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Jefferson County Board of Education	Demonstration and Development Project for Model Office Programs	Bill Alken, Director Vocational Education Jefferson Co. Schools 3442 Preston Street Louisville, KY 40213			24,209	12,435 (10,680)		
Public Service Occupational Education Unit	Development of Instructional Materials for Teachers of Adult Programs in Vocational Fire Services	Anthony Don Manno Bureau of Voc. Educ. 2225 Capital Plaza Tower Frankfort, KY 40601					10,760 (10,526)	
Region 3	Developmental Programs in Distributive Education	Ms. Betty Turner Distributive Education Capital Plaza Tower 21st Floor Frankfort, KY 40601					4,707 (2,468)	
	Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competency, Grades 7-12	Mrs. Vandalyn Hooks, Prin. Sutherland Elem. School Route 2 Utica, KY 43276						24,304 (24,304)
University of Kentucky	Accelerated Development of Instructional Units for Teachers of Adult Programs in Vocational Agriculture	Maynard Iverson Curriculum Dev. Center College of Education University of Kentucky Lexington, KY 40506				160,085 (141,488)	10,101 (11,576) -1,475CF	2,375 (3,664)

Curriculum Development Projects, cont'd.

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
University of Kentucky, contd.	Development of Instructional Units in Agricultural Mechanics for Teachers of Secondary Programs in Vocational Agriculture	Bruce Carpenter Curriculum Dev. Center College of Education University of Kentucky Lexington, KY 40506				6,182 (286)	5,896 (4,685) 1,211CF	1,211 (1,130)
	Instructional Materials Laboratory - Plan for Developing Trade and Industrial Courses of Study	Herbert Bruce, Director Curriculum Dev. Center College of Education University of Kentucky Lexington, KY 40506				18,810 (5,455)		
	Inter-disciplinary Program in Vocational Education	Herbert Bruce University of Kentucky						
	Development of Performance Objectives and Criterion Referenced Measures for V-TECS Project Areas	Bruce Carpenter University of Kentucky						4,000 (3,824)
	Validation of Curriculum Guides Objectives	Herbert Bruce University of Kentucky					10,000 (298) 9,702CF	10,950 (16,560)
	Home Economics Curriculum Guide Evaluation	Jewell Deene Ellis BVE			14,200			
	Distributive Education Curriculum Project, Phase II	Bill Jeffrey KDE			23,655	25,155 (18,882)	12,152 (8,726) 10,000CF	1,000 (420)

Curriculum Development Projects, cont'd

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By '70	71	72	73	74	75
University of Louisville	Developing Mini-lessons on Video Tape for Use in Units of Instruction for Child Day Care Center Personnel	Dr. Francis Goldsmith Department of Home Ec. University of Louisville Louisville, KY						12,950 (8,709)

TEACHER EDUCATION PROJECTS
FY 1970 - FY 1975

Western Kentucky University	Development and Try Out System for Evaluation in Vocational Teacher Education	John Hillason Career Education Western Kentucky				25,824 (22,105)	3,719 (3,050)	

CAREER EDUCATION PROJECTS

FY 1970 - FY 1975
(Includes only projects over $1000)

( ) = Expenditures
CF = Carried Forward

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Bowling Green City Schools	Dissemination of Information Related to Selected Aspects of the Bowling Green City Schools Career Education Program	Otto Mattei Bowling Green HS 1801 Rockingham Lane Bowling Green, KY 42101					3,000 (3,000)	
	Systemwide Career Education Curriculum and Staff Development for Implementation in Grades One through Twelve	Otto Mattei Bowling Green HS 1801 Rockingham Lane Bowling Green, KY 42101		27,229		50,000 (50,006)		
Bureau of Vocational Education	Field Testing Career Exploration Materials	Herb Bruce University of Kentucky Lexington, KY 40506					12,490 (9,175)	
Hazard Region 12	Career Education for Region 12	Owen Collins, Director CE in Region 12 511 Broadway Hazard, KY					225,210 (201,592)	132,650 (132,643) 337,034 (140,439) 196,595CF
	Career Education for Region 12	Owen Collins, Director CE in Region 12 511 Broadway Hazard, KY					132,000 (116,835) 15,613CF	15,613 (15,281)

Career Education Projects, cont'd.

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Henderson County Board of Education	Vocational Education Curriculum Integration Project (Community Resource Utilization/Occupational Exploration Program)	Pat Gibson Jamestown Drive Henderson, KY 42420	60,374	80,302		30,000 (29,582)		
Kentucky Valley Education Coop.	Principal's Orientation in Career Education	Owen Collins, Director CE in Region 12 511 Broadway Hazard, KY				3,475 (3,229)		
Newport Ind. School Dist.	Exploring the World of Careers in Grades Seven and Eight	Tom Gabbard, Supt. Newport City Schools 8th and Washington Street Newport, KY 41071		50,000		49,987 (45,438)		
Region 3	Career Education Development Project KVE 3	Theo Vickers, Counselor Henderson Co. Middle School Henderson, KY				110,000 (0)	110,000 (95,739) 2,000CF	2,000 (1,179)
Southern Association of Colleges and Schools	Regional Career Education Development Project - Region 3	Bob Childers 795 Peachtree Street, NE Atlanta, Georgia 30308				8,706 (8,706)		

Career Education Projects, cont'd.

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
University of Kentucky	Effects of a Program of Career Education in the Hazard Region	Clay Omvig University of Kentucky					20,000 (10,688) 476CF	476 (476)
Western Kentucky University	Analysis of Problems Encountered by Classroom Teachers Associated with their Involvement in the Kentucky Regional Career Education	Norm Ehresman Western Kentucky University				15,746 (14,987)	759 (531)	
	Owensboro Career Education Supplement	Theo Vickers Henderson Co. Middle Sch. Henderson, KY			60,000	60,000 (58,137)		
	Research Related to Bowling Green Ind. School Systems Comprehensive Career Education Model	Mark Newton CVE					12,861 (12,084)	212 (212)
	Research Related to the Regional Career Education Development Project - KVE 3	Mark Newton CVE					14,776 (13,793) 300CF	300 (300)

DISSEMINATION PROJECTS

FY 1970 - FY 1975

( ) = Expenditures
CF = Carried Forward
* = No Figures Available

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Bureau of Vocational Education	Vocational Guidance Institute to Promote Understanding and Cooperation Among Counselors in Area Schools, Public Schools, Community Colleges, and State Employment Offices	Doug McKinley KDE	*					
	Vocational Education Public Information Program for the Pennyrile Region	Joyce Logan P. O. Box 608 645 West Center Madisonville, KY 42431					3,956 (2,880) 1,076CF	4,956 (3,548) 1,408CF
Clay County Board of Education	Exemplary Program in Vocational Information and Counseling in Employment in In-school and Out of School Youth	Ed Marcum Clay County Sch. Dist. Manchester, KY	60,374	56,171		34,046 (31,756)		
University of Kentucky	Two Institutes to Develop Understandings and Plans for Vocational Guidance in a Vocational Education Region	Doug McKinley KDE		3,435				

EVALUATION PROJECTS
FY 1970 - FY 1975

( ) = Expenditures
CF = Carried Forward

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Bureau of Vocational Education	Development and Evaluation of a Technical Report for Dissemination of Research and Development Information to Kentucky Vocational Educators	Norma Sims BVE					12,000 (2,287) 9,613CF	9.613 (7,427) 2,672CF

GUIDANCE-PLACEMENT-FOLLOW-UP PROJECTS

FY 1970 - FY 1975

( ) = Expenditures
CF = Carried Forward

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Bureau of Vocational Education	Procedures and Techniques for Locally Directed, State Assisted Evaluation of Secondary and Post-secondary Programs of Vocational Education in the Central Kentucky Region	Floyd McKinney BVE		21,559				
	A Workshop on Determining Performance Objectives	Floyd McKinney BVE		7,900				
	A Review of Career Education Programs in Kentucky	Lou Perry BVE				5,496 (3,868)		
Kentucky Vocational Region II (Paintsville)	Placement Program for Students of Vocational Programs in Region II (Prestonburg)	C. Dutton Voc. Region II 552 S. Lake Drive Prestonburg, KY 41653					19,106 (617) 18,489CF	18,489 (873)
Kentucky Vocational Region 13 (Barbersville)	Vocational Placement Program for Graduates of Region 13 - Harlan (Barbersville)	Ray Roundtree Voc. Region 13 P. O. Box 145 Barbersville, KY					32,590 (22,750)	25,000 (24,903)
Laurel County AVS	Two Hour Vocational Classes at the Laurel County Area Vocational School	James Moore Laurel Co. Voc. School London, KY					11,798 (10,923) 701CF	18,412 (17,467)

Guidance-Placement-Follow-up Projects, cont'd.

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Occupational Information Unit	VIEW Field Test	Jean Grise 1901 Southeastern Parkway Owensboro, KY 43201				8,240 (7,845)		
Rose Davis KSU	Attitudes of Kentucky Sec. Teachers Toward Consumer Education Issues and Emphasis Given These Issues	Rose Davis 317 Hanley Lane Frankfort, KY				1,900 (1,505)		
SACS	Career Education Development Project: Hazard, Bowling Green, and Owesnboro	Lillian Buckingham 20 Nunnery Lane Baltimore, MD 21223					22,820 (22,820)	
	Third Party Evaluation for Hazard Career Education Region 12	Lillian Buckingham						6,408 (6,408)
University of Kentucky	Occupational Aspirations of Ninth Grade Students in the Hazard Region of Kentucky	Betty C. Stull College of Education University of Kentucky Lexington, KY 40506				1,012 (441)		
	Professional Objectives and Mini Project	Floyd McKinney BVE		6,749	2,200			
Western Kentucky University	A Field Trial and Analysis of Selected Occupational Guidance Activities with Counselor In-service Education	Wayne Ashley Western Kentucky University Bowling Green, KY 43101			28,042	39,505 (38,295)	39,913 (37,312) 2,601CF	32,752 (32,752)

OTHER PROJECTS (Not Included In Previous Categories)

FY 1970 - FY 1975

Grantee or Contractor	Project Title	Contact Person	Funds Obligated By 70	71	72	73	74	75
Bureau of Vocational Education	Adult Programs in Vocational Fire Services	Bob Pike Bureau of Voc. Ed. 2226 Capital Plaza Tower Frankfort, KY 40601				7,260 (0)		
	Career Education Inservice Project	Floyd McKinney BVE			8,300			
University of Kentucky	Professional Staff Survey	Steve Gyuro CVE		1.170				
Western Kentucky University	Review and Survey of Literature on Handicapped and Disadvantaged				3,690	3,690 (2,770)		

APPENDIX B

Data Collection Instruments

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

February 18, 1976

Dear Kentucky Educator:

The Resources Development Unit of the Kentucky Bureau of Vocational Education has sponsored a number of research and development projects. In an attempt to be more accountable, the Bureau of Vocational Education has commissioned The Center for Vocational Education at The Ohio State University to conduct an evaluation of those projects which have been funded since July 1, 1970. The Bureau of Vocational Education plans to use the results of this study to improve its operations and procedures. Results of the study will be made available through the Resources Development Unit.

This questionnaire has been designed by The Center for Vocational Education to gauge the perceptions which a broad spectrum of educational personnel have concerning the impact that those projects have had on vocational education in Kentucky. It is being mailed to a randomly selected sample of personnel representing secondary schools, community colleges, Educational Development Districts, Kentucky State Department of Education, as well as Colleges and Universities. The identification number in the upper right hand corner of the questionnaire is to allow the project personnel to followup nonrespondents.

While participation in this survey is strictly voluntary, for the most effective results your response is necessary. Completed individual questionnaires will be held in strictest confidence by The Center for Vocational Education personnel. Access to these questionnaires will be limited to The Center for Vocational Education program staff. Only aggregate data will be reported. The completed questionnaires will be destroyed after the evaluation has been completed.

Thank you for your cooperation and assistance.

Sincerely,

Carl Lamar
Carl F. Lamar
Assistant Superintendent
Kentucky Bureau of
Vocational Education

N. L. McCaslin
N. L. McCaslin
Research Specialist
The Center for Vocational
Education
The Ohio State University

py

Respondent Identification No._____

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

KENTUCKY RESOURCE DEVELOPMENT UNIT (RDU)
GENERAL IMPACT ASSESSMENT QUESTIONNAIRE

INSTRUCTIONS: Please read each item carefully. Respond as accurately and fully as possible to each item. Return the completed questionnaire in the enclosed envelope.

1. Which category below best identifies the type of educational agency with which you are associated? (Check one.)

_____ High school
_____ Vocational education center
_____ State vocational-technical school
_____ Educational development region
_____ Kentucky Department of Education
_____ College/university
_____ Vocational education regional office
_____ Other (please specify)_____
_____

2. What is your present (principal) role within your educational agency?

_____ Administrator
_____ Teacher
_____ Teacher educator
_____ Counselor
_____ Other (please specify) _____
_____

3. Which type of curriculum are you currently most closely associated with?

_____ Vocational (e.g., trades, agriculture, business, etc.)
_____ Academic (e.g., language, arts, social studies, etc.)
_____ Other (please specify) _____

4. Have you worked on RDU-sponsored research and/or exemplary projects funded since July 1, 1970?

_____ Yes
_____ No (If no, skip to question 6.)

5. How many months did your project last? _____

6. In developing and implementing vocational education projects and activities, what impact have the following RDU services had? (Please check one response per category.)

	Negative Impact	No Impact	Moderately Positive Impact	Highly Positive Impact	No Opinion
Proposal Workshops	_____	_____	_____	_____	_____
Planning Consultations	_____	_____	_____	_____	_____
Technical Assistance	_____	_____	_____	_____	_____
Project Monitoring	_____	_____	_____	_____	_____
Telephone Consultations	_____	_____	_____	_____	_____
Mini-conferences	_____	_____	_____	_____	_____
Educational Resources Information Center (ERIC)	_____	_____	_____	_____	_____

7. In your opinion, what impact have the following publications had in improving vocational education projects and activities? (Please check one response per publication.)

	Negative Impact	No Impact	Moderately Positive Impact	Highly Positive Impact	No Opinion
Vocational Education Highlights	_____	_____	_____	_____	_____
Tempo	_____	_____	_____	_____	_____
Innovate	_____	_____	_____	_____	_____
Probe	_____	_____	_____	_____	_____
Education Impact Report	_____	_____	_____	_____	_____

8. How much impact on the general public do you believe that RDU-sponsored news releases in the following categories have had? (Please check one response per category.)

	Negative Impact	No Impact	Moderate Impact	High Impact	No Opinion
Radio	_____	_____	_____	_____	_____
Television	_____	_____	_____	_____	_____
News Releases	_____	_____	_____	_____	_____
Newsletters	_____	_____	_____	_____	_____
State Fair Displays	_____	_____	_____	_____	_____
Films and Photographs	_____	_____	_____	_____	_____
School News	_____	_____	_____	_____	_____

9. Please identify any specific RDU funded projects, programs and services of which you are personally aware. If possible, indicate the title, location, and purpose of these activities.

10. Please indicate any additional comments you might have about the RDU.

11. RDU-sponsored research and development projects may be classified into the following categories:

a. Administration and planning
b. Curriculum development
c. Teacher education
d. Career education
e. Dissemination
f. Evaluation
g. Guidance - placement - follow-up
h. Other

For the purposes of this study, RESEARCH PROJECTS have been defined as scientific searches for new knowledge directed at solving existing problems confronting vocational education. DEVELOPMENT PROJECTS are those designed to build model programs, based on research, which stimulate new ways to create a bridge between school and earning a living.

How much overall impact do you feel that these categories of research and development projects have had on Kentucky vocational education in general and your education agency in particular?

Example:

KENTUCKY						YOUR AGENCY				
Some Negative Impact	No Impact	Moderate Positive Impact	High Positive Impact	No Opinion	Project Categories	Some Negative Impact	No Impact	Moderate Positive Impact	High Positive Impact	No Opinion
____	____	√	____	____	a. Administration and Planning	____	____	____	√	____

Please check (√) one response for both Kentucky and your education agency for each project category.

KENTUCKY						YOUR AGENCY				
Some Negative Impact	No Impact	Moderate Positive Impact	High Positive Impact	No Opinion	Project Categories	Some Negative Impact	No Impact	Moderate Positive Impact	High Positive Impact	No Opinion
____	____	____	____	____	a. Administration and Planning	____	____	____	____	____
____	____	____	____	____	b. Curriculum Development	____	____	____	____	____
____	____	____	____	____	c. Teacher Education	____	____	____	____	____
____	____	____	____	____	d. Career Education	____	____	____	____	____
____	____	____	____	____	e. Dissemination	____	____	____	____	____
____	____	____	____	____	f. Evaluation	____	____	____	____	____
____	____	____	____	____	g. Guidance-Placement-Follow-up	____	____	____	____	____
____	____	____	____	____	h. Other (please specify)	____	____	____	____	____
____	____	____	____	____	_____	____	____	____	____	____

12. Listed below are 14 activities that the Kentucky RDU conducts. In the column at the LEFT, please rate the potential importance of each of these activities to educators such as yourself by checking one blank per activity. In the column on the RIGHT of each of these activities, please rate the degree to which you feel that the RDU has successfully promoted these activities. (Please insure that each activity has a response both before and after the statement.)

Potential Importance of RDU Activity (Please check one rating per activity.)				Success of RDU Promotion of Activity (Please check one rating per activity.)		
High	Medium	Low		High	Medium	Low
____	____	____	1. To disseminate information on progress and application of vocational education research and development.	____	____	____
____	____	____	2 To provide technical assistance for planning, implementing, and disseminating research and development activities.	____	____	____
____	____	____	3. To create change in the administration of local vocational education programs.	____	____	____
____	____	____	4. To coordinate occupational education research activities conducted within the state with those being conducted outside the state.	____	____	____
____	____	____	5. To coordinate occupational education research activities conducted within state departments, local school districts, colleges and universities and nonprofit organizations.	____	____	____
____	____	____	6. To disseminate information on vocational education programs, services and activities to the general public.	____	____	____
____	____	____	7. To identify and maintain an inventory of available occupational research and development resource in the state.	____	____	____
____	____	____	8. To stimulate activities, including preservice and in-service training, which would result in increased interest and improved competence in research.	____	____	____
____	____	____	9. To review and monitor occupational research and development projects.	____	____	____
____	____	____	10. To stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities, and nonprofit organizations.	____	____	____
____	____	____	11. To conduct occupational research and development projects.	____	____	____
____	____	____	12. To initiate research projects through involvement of RDU staff in proposal writing.	____	____	____
____	____	____	13. To determine occupational research needed to resolve the major vocational education issues and problems.	____	____	____
____	____	____	14. To identify issues and problems relating to the nature and place of vocational education in the state school system.	____	____	____

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

February 18, 1976

Dear Kentucky Educator:

The Resources Development Unit of the Kentucky Bureau of Vocational Education has sponsored a number of research and development projects since July 1, 1970. In an attempt to be more accountable, the Bureau of Vocational Education has commissioned The Center for Vocational Education at The Ohio State University to conduct an evaluation of these projects. The Bureau of Vocational Education plans to use the results of this study to improve its operations and procedures.

This questionnaire has been designed by The Center to collect information from educational personnel who have participated in these projects. It is being mailed to present or former key project personnel. The identification number in the upper right hand corner of the questionnaire is to allow the project personnel to followup nonrespondents.

While participation in this survey is strictly voluntary, for the most effective results, your response is necessary. Completed individual questionnaires will be held in strictest confidence by The Center personnel. Access to these questionnaires will be limited to The Center program staff. The completed questionnaires will be destroyed after the evaluation has been completed.

Thank you for your cooperation and assistance.

Sincerely,

Carl Lamar

Carl F. Lamar
Assistant Superintendent
Kentucky Bureau of
Vocational Education

N. L. McCaslin

N. L. McCaslin
Research Specialist
The Center for Vocational
Education
The Ohio State University

py

Respondent Identification No._____

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

PROJECT QUESTIONNAIRE
BUREAU OF VOCATIONAL EDUCATION
KENTUCKY RESOURCE DEVELOPMENT UNIT (RDU)

Please read each item carefully—respond as accurately and fully as possible to each item. Return the completed questionnaire in the enclosed envelope.

All of the items in this questionnaire refer to your project:

_____

_____

(If any of the above information is incorrect, please change it.)

1. RDU funded research and development projects may be classified into the categories noted below. Please check the category that best describes your project listed above.

_____ Administration and Planning
_____ Curriculum Development
_____ Teacher Education
_____ Career Education
_____ Dissemination
_____ Evaluation
_____ Guidance-Placement-Follow-up
_____ Other _____ (please specify)

2. Indicate the type of project (check one).

_____ Research _____ Development _____ I don't recall

3. How many months did your project last? _____

4. Were the concepts and strategies of your project continued after the RDU funds were terminated?

_____ Yes _____ No

a. Are your concepts and strategies still in operation?

_____ Yes _____ No

b. If your concepts and strategies continued after the RDU funds were terminated, what source(s) of funding did you obtain?

_____ State _____ Local _____ Other (please specify)

_____

5. Please indicate the approximate number of individuals in each of the following groups who participated in your project. Place a zero (0) in front of any category in which no individuals were involved.

_____ Students

_____ Teachers

_____ Guidance Personnel and Counselors

_____ Other School Personnel (e.g., administrators, librarians, etc.)

_____ Non-School Personnel (e.g., parents, businessmen, etc.)

6. Was your project evaluated?

_____ Yes _____ No (If no, please skip to question number 10.)

7. Please indicate the approximate number of individuals in each group below who were evaluated. If no people were evaluated in a specific group, place a zero (0) before that group. Please indicate what type of evaluation information collected to assess the performance of each group.

Approximate Number of Individuals Evaluated		Type of Evaluation Information Collected
_____	Students	_____
_____	Teachers	_____
_____	Guidance and Counseling Personnel	_____
_____	Other School Personnel	_____
_____	Non-School	_____

8. If your project was evaluated, please respond to the following items:

   a. What was the nature of the evaluation of this project? (Check one.)

   _____ Internal only (e.g., performed by personnel in your organization)

   _____ External only (e.g., performed by personnel outside your organization)

   _____ Both internal and external evaluations were performed.

   b. What were the overall results of this evaluation?

_____

_____

_____

_____

_____

_____

9. To the left of the potential project goals listed below, please check those which were appropriate to your project. To the right of those project goals, please indicate the type(s) of evaluation information which was used to assess the degree to which those goals were fulfilled.

	Potential Project Goals	Type(s) of Evaluation Information Used
_____	Dropout Prevention	_____
_____	Increased Attendance Rates	_____
_____	Increased School Achievement	_____
_____	Teacher-Administered In-Service	_____
_____	Improved Awareness of Self and Career Development	_____
_____	Career and Occupational Guidance and Counseling	_____
_____	Improved Job Skills	_____
_____	Experience on a "Real" Job	_____
_____	Exploratory Career Experiences	_____
_____	Placement in Employment and Follow-up	_____
_____	Other (please specify)	_____

10. Six sets of contrasting adjectives are listed below. Seven blanks separate each set of adjectives. For each set, place a check (√) on the blank that most closely represents your feelings toward your project.

(1) Meaningful	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	____ (6)	____ (7)	Meaningless
(2) Not Helpful	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	____ (6)	____ (7)	Helpful
(3) Unpleasant	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	____ (6)	____ (7)	Pleasant
(4) Interesting	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	____ (6)	____ (7)	Boring
(5) Worthless	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	____ (6)	____ (7)	Valuable
(6) Important	____ (1)	____ (2)	____ (3)	____ (4)	____ (5)	____ (6)	____ (7)	Unimportant

11. Which of the following sources of information did you use for planning or initiating this project? (Please check as many as are appropriate.)

_____ Journal articles [specify most frequently used journal(s)]

_____

_____ School personnel in your district

_____ School personnel in other districts

_____ Out of state school personnel [name state(s)] _____

_____ Professional colleagues in Kentucky colleges and universities

_____ Professional colleagues in out of state colleges and universities

_____ Out of state materials and publications [name state(s)] _____

_____ National Technical Information Service

_____ RDU staff personnel

_____ Other Kentucky state department staff personnel

_____ RDU publications (specify) _____

_____ RDU memoranda

_____ Kentucky Bureau of Vocational Education publications (not developed by the RDU) (specify)

_____

_____ Other Kentucky Department of Education publications (specify)

_____

_____ Educational Resources Information Center (ERIC)

_____ Other (specify) _____

12. Please respond to the following questions about the dissemination of the results of this project.

a. How did the project staff disseminate the results of this project? (Check as many as required.)

_____ Final report
_____ In-service training
_____ Publications (books or articles)
_____ Newsletters
_____ Speeches and papers
_____ Unpublished working papers
_____ Private communication with colleagues
_____ Other (specify) _____
_____

b. To whom were these results disseminated? (Check as many as required.)

_____ Local education personnel in Kentucky
_____ Local education personnel outside Kentucky
_____ University/college personnel in Kentucky
_____ University/college personnel outside Kentucky
_____ State department personnel in Kentucky
_____ State department personnel outside Kentucky
_____ General public
_____ Other (specify) _____

13. If products (e.g., handbook, curricula, audiovisual aids, etc.) were developed as a result of this project are these products still in use? (Check one.)

_____ Yes _____ No _____ Not Applicable

If yes, please indicate what these products are and where they are being used.

_____

_____

14. If a process or procedure (e.g., administrative procedure, instructional process, evaluation process, etc.) was developed, is this still in operation and where is it being used? (Check one.)

_____ Yes _____ No _____ Not Applicable

If yes, please indicate what this process or procedure is and where it is being used.

_____

_____

15. Are the findings or products (of your project) currently being utilized?

_____ Yes _____ No _____ Not Applicable

If yes, who is using them, where, and in what ways?

_____

_____

16. What do you believe has been the major impact of this project?

_____

_____

_____

_____

17. Did the RDU establish priorities for the type of proposals it would accept for research and/or development projects?

_____ Yes _____ No _____ Don't Know

18. Was consultative assistance provided by the RDU staff or other state staff in developing this proposal?

_____ Yes _____ No _____ Don't Know

19. Was technical assistance provided by the RDU staff in management of the project?

_____ Yes _____ No _____ Don't Know

20. Were RDU expenditure guidelines for this project clear?

_____ Yes _____ No _____ Don't Know

21. Was consultative assistance provided by the RDU in disseminating the results of this project?

_____ Yes _____ No _____ Don't Know

22. Were any other consultant services by outside agencies utilized by this project?

_____ Yes _____ No _____ Don't Know

a. If yes, please specify the nature of these services.

_____

_____

23. Did the RDU disseminate this project's results to other educational agencies?

_____ Yes _____ No _____ Don't Know

24. Did the RDU publicize the results of this project to the general public?

_____ Yes _____ No _____ Don't Know

25. To your knowledge, did the RDU aid in the development of projects similar to this one?

_____ Yes _____ No _____ Don't Know

26. Please check the one phrase that most nearly reflects your degree of satisfaction with the RDU (proposal review) process for this project.

_____ Extremely satisfied
_____ Moderately satisfied
_____ Slightly satisfied
_____ Somewhat dissatisfied
_____ Very dissatisfied

Your comments: _____

_____

_____

_____

27. Do you have any suggestions about how future research development projects funded by the Kentucky Bureau of Vocational Education could be improved?

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Project Director Interview Schedule

Project ID#/Title: _____

Location/Region: _____

Funding Category/
Project Type: _____

Timelines: _____

Funds by FY: _____

Number of
Participants
by Group: _____

General Information

1. Describe in one sentence the general purpose of this project.

_____

_____

2. Where did the idea for this project originate?

____ RFP from state department ____ LEA ____ Other

Comment: _____

_____

3. Could you list the three major results or products of the project?

_____

_____

_____

4. What three factors do you feel were especially important in facilitating the implementation of this project? (Example: strong support from the district superintendent, teamwork among project staff, etc.)

_____

_____

_____

5. What major barriers or roadblocks were encountered while implementing this project? (Example: insufficient time to fulfill project objectives, unclear project goals, etc.)

_____

_____

_____

A. PROJECT RESOURCES

6. Were the support services (secretarial, printing, graphics), sufficient for implementing the project?

____ Yes ____ No *

Comment: _____

_____

7. Were the number of paid project staff who worked on the project sufficient for implementing the project objectives?

____ Yes ____ No

Comment: _____

_____

8. Was the amount of time allocated for implementing the project sufficient?

____ Yes ____ No

Comment: _____

_____

* Note to Interviewer: Throughout the questionnaire when you receive negative answers, ask if they think it affected the outcome of the project

9. Was the amount of time for responding to the RFP sufficient?

____ Yes ____ No

Comment: _____

_____

10. Were there sufficient funds to implement the objectives of the project?

____ Yes ____ No

Comment: _____

_____

11. Were funds provided in a timely manner? ____ Yes ____ No

Comment: _____

_____

12. Was sufficient flexibility allowed by the funding agency in use of the funds?

____ Yes ____ No

Comment: _____

_____

13. Were equipment, supplies and space sufficient for implementing the project?

____ Yes ____ No

Comment: _____

_____

B. PROJECT STAFF

14. What was your job position, title, and area of specialization before you became the project director?

_____

_____

15. How many professional* staff members worked on this project? _____

Comment: _____

16. How many of the project staff were:

_____ Fulltime _____ Parttime (what %)

Comment: _____

_____

17. How many of the professional staff members had either previous experience on a similar R & D project or preservice training directly relating to the project objectives?

_____

Comment: _____

_____

18. In your opinion, was this project characterized by a high level of communication:

a. among project staff members? ____ Yes ____ No ____ NA

b. with the project monitor? ____ Yes ____ No ____ NA

Comment: _____

_____

19. Was any project related inservice training provided for the project staff during the course of the project?

____ Yes ____ No

Comment: _____

_____

20. Was there any turnover in professional staff during the project?

____ Yes ____ No

If yes, how many staff members changed during the course of the project?

_____

* Excluding clerical help

21. Did the project enjoy a high level of visibility and acceptance within your school district?

____ Yes ____ No ____ NA

Comment: _____

_____

C. ORGANIZATIONAL CLIMATE

22. Did you receive backup and moral support for the project from:

a. The chief administrative officer for the district? (or agency director?)

____ Yes ____ No ____ NA

Comment: _____

_____

b. The building principal? (or your immediate supervisor?)

____ Yes ____ No ____ NA

Comment: _____

_____

23. Have the administrators and staff of this school district (or agency) demonstrated commitment to research and exemplary efforts?

____ Yes ____ No ____ NA

Comment: _____

_____

24. Has your district or agency participated in R and D projects prior to this one?

____ Yes ____ No ____ NA

Comment: _____

_____

25. To whom did the project director report?

____ Project Director reports directly to Research Development Unit

____ Project Director reports to school or agency administration

____ Other _____

Comment: _____

_____

D. PROJECT PLANNING

26. Were specific objectives for the project written out? (If yes, ask to see them)

____ Yes ____ No

27. Are the objectives stated in terms of behavioral changes or specific outcomes which will be produced?

____ Yes ____ No

Comment: _____

_____

28. Did the project staff, sponsors and participants view the project goals similarly?

____ Yes ____ No

If no, please explain any disagreements and assess their impact on the project.

_____

_____

_____

29. Were position descriptions prepared to define the roles and functions

a. of project staff members? ____ Yes ____ No

b. the project monitor? ____ Yes ____ No

If yes, ask to see them. (Comment on their clarity and specificity below.)

If no, what effect did this have on the project?

_____

_____

30. Were the tasks which the project hoped to complete clearly spelled out through a PERT chart, Gnatt chart or task breakdown?

____ Yes ____ No

If yes, ask to see it. (Comment on its completeness and clarity below.)

If no, what effect did this have on the project?

Comment: _____

_____

31. Do you feel that the scope of work for the project was realistic?

____ Yes ____ No

Comment: _____

_____

32. Was an advisory committee or other community groups used in planning or implementing the project?

____ Yes ____ No ____ NA

If yes, could you describe the composition of the group and how it assisted the project?

_____

_____

33. Was an evaluation component built into your original project plan? (ask to see)

____ Yes ____ No ____ NA

Comment: _____

_____

E. PROJECT CHARACTERISTICS

34. Did the project require changes in any established patterns of the school or classroom?

____ Yes ____ No ____ NA

Comment: _____

_____

35. Did the project require a time commitment from participants other than regular school hours?

____ Yes ____ No ____ NA

Comment: _____

_____

36. Did the project facilitate individual initiative and flexibility on the part of participants? (Did participants incorporate their own ideas into the project?)

____ Yes ____ No ____ NA

Comment: _____

_____

F. PROJECT IMPLEMENTATION

37. Did implementing the project require interaction with ongoing school programs? (as opposed to being self-contained)

____ Yes ____ No ____ NA

If yes, what type of interaction?

Comment: _____

_____

38. Did the goals of the project change during project implementation?

___ Yes ____ No ____ NA

If yes, in what way? _____

_____

39. Did you utilize any consultative assistance during this project?

____ Yes ____ No

40. What type? _____

41. Who provided it? _____

42. Was it helpful? ____ Yes ____ No

Comment: _____

_____

43. Did you have the freedom to make decisions and necessary changes in the project as it progressed?

____ Yes ____ No

44. Do you think that the participants of this project (teachers, counselors, students, etc.) had a clear conception of what the project was all about?

____ Yes ____ No ____ NA

If no, then why not? _____

Comment: _____

_____

45. Do you believe that the project participants were provided with all the help (orientation and inservice) necessary to successfully participate in the project?

____ Yes ____ No ____ NA

Comment: _____

_____

46. Were you able to build and maintain the motivation of project participants?

____ Yes ____ No ____ NA

Comment: _____

_____

G. PROJECT EVALUATION

47. Did the project have ongoing evaluation?

____ Yes ____ No ____ NA

If yes, briefly describe.

_____

_____

48. Was the evaluation helpful?

____ Yes ____ No ____ NA

If yes, briefly describe the changes made as a result of the evaluation.

_____

_____

49. Was a final evaluation conducted to evaluate the effectiveness of the project?

____ Yes ____ No ____ NA

If yes, briefly describe.

_____

_____

50. Would you describe the data collected in the final evaluation as being hard, objective data (empirical) or soft, subjective data (judgmental)?

____ Hard, objective ____ Soft, subjective ____ NA

51. Do you believe that the end products (materials, procedures, ideas, etc.) justified the resources expended?

____ Yes ____ No

If no, then why? _____

_____

52. Do you expect the products of the project to withstand the test of time in your district? (Will they still be used in two years?)

____ Yes ____ No ____ NA

53. Did the project meet all its objectives?

____ Yes ____ No ____ NA

Comment: _____

_____

54. Have positive changes occurred in the knowledge, attitudes, or behaviors of participants as a result of the project?

____ Yes ____ No ____ NA

If yes, what changes? _____

_____

55. Were any activities or incentives built into the project to encourage use of the product or outcome beyond the current project?

____ Yes ____ No ____ NA

Comment: _____

_____

H. RELATIONSHIP WITH THE RDU

56. Do you feel that most of the vocational educators in Kentucky are aware of the RDU and its activities? How could awareness be improved?

____ Yes ____ No

Comment: _____

_____

57. What services and assistance provided by the RDU have been helpful to you? Your school?

_____

_____

_____

58. How could the RDU improve its process for soliciting, reviewing, selecting and monitoring R & D projects?

_____

_____

59. What additional services might the RDU perform to facilitate research and development in Kentucky?

_____

_____

_____

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Participant Questionnaire

Bureau of Vocational Education
Kentucky Resource Development Unit

Many local schools in Kentucky have participated in vocational education research and development projects sponsored by the Resource Development Unit (RDU) of the Kentucky Bureau of Vocational Education. The Center for Vocational Education (CVE) at The Ohio State University has been asked by the RDU to assess the impact of these projects on vocational education in this state. This questionnaire is designed to collect information from teachers, guidance counselors, and students who have participated in these projects. Your participation would be strictly on a voluntary basis. We will not place your name on this questionnaire or discuss your individual responses with anyone outside CVE's project staff. ALL completed questionnaires will be destroyed at the completion of this assessment effort.

We hope that you might take time from your busy schedule to assist us in this effort.

All items on this questionnaire refer to the following project:

_____

_____

_____

1. Which category of individuals do you belong to in relation to this project? (please check one)

   ____ Student ____ Guidance Counselor

   ____ Teacher ____ Other _____
   (please specify)

2. Are you currently involved with this project?

   ____ Yes

   ____ No

3. Are you currently using products (materials, processes or findings) developed in this project?

____ Yes ____ No products were developed.

4. In your opinion, was this project successful?

____ Yes ____ No

Why or why not? _____

_____

5. Was the purpose of the project clear to you? ____ Yes ____ No

6. Do you believe that you were provided with all the necessary help in fully understanding your part in the project?

____ Yes ____ No

7. Were you provided with all the physical resources (space, materials, equipment) to successfully participate in the project?

____ Yes ____ No

8. Do you feel that the motivation of the project participants was built and maintained throughout the project?

____ Yes ____ No

9. List three (3) things that you thought were strengths of the project.

1.

2.

3.

10. List three things that you thought were weaknesses of the project.

1.

2.

3.

11. Did the project require changes in any established patterns of the school or classroom?

____ Yes ____ No

12. Did the project require an excessive amount of your time?

____ Yes ____ No

13. Do you feel that the project personally benefitted you?

____ Yes ____ No

If yes, in what way? _____

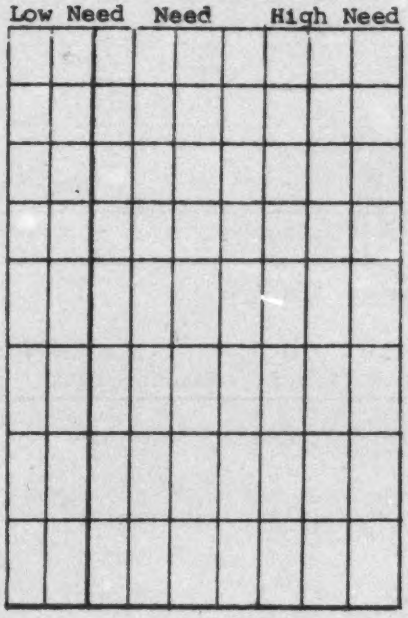
Evaluation Profile of the Kentucky RDU

Need for Improvement

Low Need | Medium Need | High Need

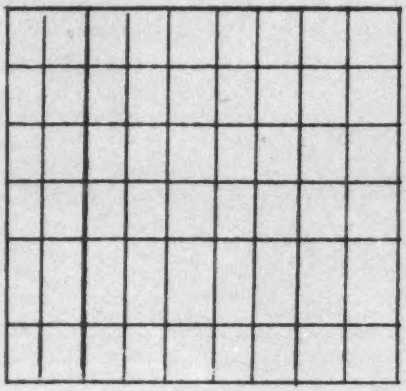
A. Goals and Objectives of the RDU

1. Philosophy and mission
2. Goal clarity
3. Goal consensus and support
4. Specificity of FY 76 objectives
5. Importance and scope of FY 76 objectives
6. Continuity of objectives and projects over time
7. Congruence between stated and actual role
8. Evidence of goal and objective achievement



B. Internal Organization and Management of the RDU

9. Planning techniques
10. Management techniques
11. Project record keeping system
12. Role clarity
13. Teamwork and communication among staff
14. Flexibility and responsiveness



Need for Improvement

Low Need | Medium Need | High Need

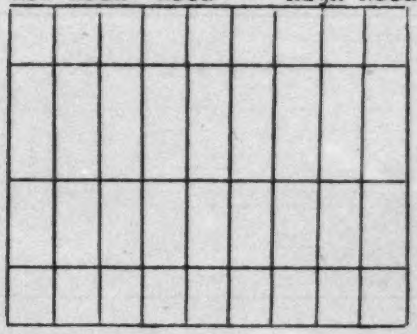
C. Inter-Agency Relationships

15. Organizational role of the RDU within KSDE

16. Communication between the RDU and Other KSDE Divisions and Bureaus

17. Cooperation between the RDU and other KSDE divisions and bureaus

18. Contact with agencies outside KSDE



D. Implementation of Goals

19. Leadership and coordination of R, E, D activities for Kentucky

20. Process for determining R & D priorities for Kentucky

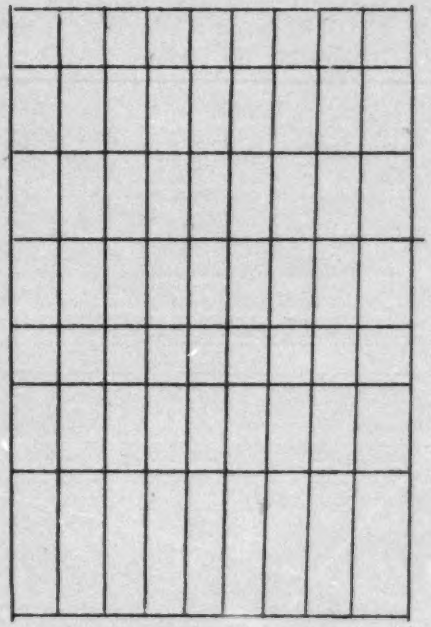
21. System for developing program budgets

22. Procedures for soliciting, reviewing and selecting projects

23. Procedures for monitoring projects

24. Technical assistance provided to projects

25. Procedures for disseminating information and products from R & D projects in Kentucky and elsewhere

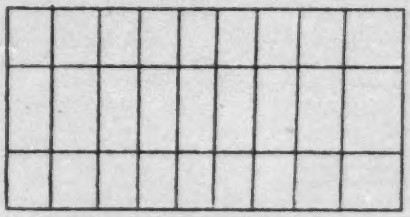


E. Client Relationships

26. Variety of clients served

27. Visibility and clarity of the RDU to Kentucky vocational educators

28. Client interaction



Need for Improvement

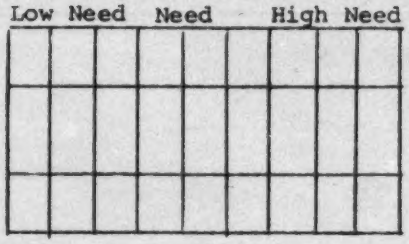
Low Need | Medium Need | High Need

F. Personnel

29. Background and qualifications of personnel

30. Opportunities for staff to upgrade their professional competence

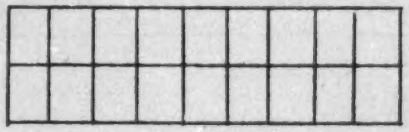
31. Equal Employment Opportunities



G. Facilities and Support Structure

32. Office space, equipment, and supplies

33. Support structure

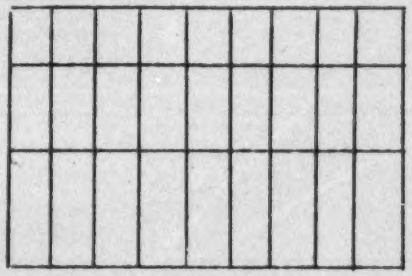


H. Costs

34. Amount of funding

35. Amount of growth and change of funding sources over time

36. Balance of funds among various types of projects and vocational service areas



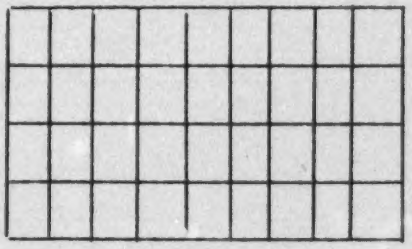
I. Outcomes and Products

37. Cost-effectiveness of products

38. Quality of products

39. Extent of use of products

40. Quality assurance procedures



QUESTIONS FOR EVALUATING THE KENTUCKY RDU

Possible Sources of Information		
	A. Goals and Objectives	
	1. RDU Philosophy and Mission	
Philosophy Statement	1.1	Is the philosophy of the RDU appropriate for facilitating statewide research and development in vocational education?
Goal Statement	1.2	Are the goals of the RDU compatible with their philosophy?
Goal Statement	1.3	Are the goals appropriate for facilitating statewide R & D in vocational education?
	2. Goal Clarity	
Goal Statement	2.1	Do the goals of the RDU clearly describe their role?
BVE and SDE Staff	2.2	Are key personnel from other divisions of BVE and bureaus of SDE aware of the role and goals of the RDU?
	3. Goal Consensus and Support	
RDU Staff	3.1	Is there agreement among the RDU staff about the goals the RDU should emphasize?
BVE and SDE Staff	3.2	Do key personnel from other divisions of BVE and bureaus of SDE agree with and support RDU's goals?
	4. Specificity of FY 76 Objectives	
FY 76 Objectives	4.1	Are the objectives of the RDU for FY 76 stated in terms of specific, measurable outcomes which will be produced?
	5. Importance and Scope of Objectives	
FY 76 Objectives/ BVE and SDE Staff	5.1	Will the RDU objectives for FY 76 help satisfy important, representative, and current needs in vocational education in Kentucky?
Results from Needs Assessment/BVE and SDE Staff	5.2	Is there evidence that these are important objectives for the RDU to emphasize?
FY 76 Objectives/ BVE and SDE Staff	5.3	Do the FY 76 objectives of the RDU describe a realistic and cost-effective scope of work?

6. Continuity of Objectives and Projects Over Time

RDU Staff	6.1	In what ways have the objectives or R & D priorities of the RDU changed since its inception?
Objectives and Project Titles for FY 70 to FY 76	6.2	Do the objectives (or projects) show a programmatic development of ideas from year to year?
	6.3	To what extent have successful procedures or ideas in one project been used in another? (# of projects which are offshoots of another project)

7. Congruence Between Stated and Actual Role

RDU, BVE, and SDE Staff	7.1	Is the actual role played by the RDU consistent with its stated philosophy, goals, and objectives?

8. Evidence of Goal and Objective Achievement

RDU Staff	8.1	Is the division of resources (time, money, and people) among the RDU's goals equitable and appropriate?
SDE Staff	8.2	Do key personnel within SDE feel that the RDU is achieving its goals?
Products from Prior Years	8.3	Is there evidence that the RDU has achieved its objectives and R & D priorities from prior fiscal years?
RDU Staff	8.4	Is there evidence to indicate that the RDU is successfully achieving its objectives? (e.g., increased funding, awards, commendations, letters of thanks)

B. Internal Organization and Management

9. Planning Techniques

Planning Documents/ RDU Staff	9.1	Is the amount of pre-planning done by the RDU sufficient for effectively meeting its goals? (i.e., staff meetings, long range and yearly plans, PERT charts, etc.)
Planning Documents	9.2	Are planning documents well thought out and comprehensive?

10. Management Techniques

RDU Staff/ Management Objectives	10.1 Is the management by objectives plan of the RDU working efficiently and effectively?

11. Project Record Keeping System

RDU Staff	11.1 Is there complete, well organized, and easily accessible information on funded projects regarding budgets, timelines, personnel, goals and locations of projects? (length of time necessary to procure project information; amount of information available)

12. Role Clarity

Position Descriptions	12.1 Are position descriptions prepared which clearly define the roles and functions of the RDU staff members?
SDE Staff	12.2 Are key personnel from KBVE and KSDE aware of the various roles performed by RDU staff members?
RDU Staff	12.3 Do the actual roles of the RDU staff correspond with the position descriptions? (descriptions of role given by interviewee match job description)

13. Teamwork and Communication Among Staff

RDU Staff	13.1 Is there effective communication and teamwork among the RDU staff? (amount of joint versus individual efforts; frequency of staff meetings in last six months, awareness of the total RDU operation)

14. Flexibility and Responsiveness

RDU Staff	14.1 How often has the RDU altered its procedures or objectives to accommodate emergent needs, problems and opportunities? (policy revisions; number of field initiated ideas adopted by the RDU)
RDU Staff	14.2 How quickly can the RDU implement new activities to accommodate emergent needs, problems and opportunities?

C. Inter- and Intra-Agency Relationships

15. Organizational Role of the RDU with SDE

Organizational Chart/Goal Statements/ SDE Staff	15.1	Is the organizational placement of the RDU within KSDE appropriate for fulfilling its stated goals?
SDE and BVE Personnel	15.2	Is the organizational support for the RDU within SDE sufficient for fulfilling its stated goals? (i.e., support of RDU policies and decisions, support of the R & D priorities selected by the RDU, etc.)
BVE Personnel	15.3	Does the RDU perform a leadership role in influencing the activities of the KBVE in the area of vocational research and development?

16. Communication Between the RDU and Other KSDE Divisions and Bureaus

SDE Personnel	16.1	Are channels of communication between the RDU and other KSDE departments clearly defined and open?
SDE Personnel	16.2	How do other KSDE contact the RDU when they need assistance?
SDE Personnel	16.3	Is the RDU staff accessible?
RDU Staff/ SDE Personnel	16.4	Are RDU staff aware of the purpose and goals of other divisions and bureaus within KSDE?
BVE Personnel	16.5	How frequent is the interaction between the RDU and other BVE divisions? (frequency of meetings, memos, and informal interaction)

17. Cooperation Between the RDU and Other KSDE Divisions and Bureaus

BVE Staff	17.1	What type of collaborative efforts have occurred between the RDU and other BVE divisions? (e.g., R & D projects directed by BVE staff)
SDE Staff	17.2	What RDU services do other BVE divisions and SDE bureaus use? (e.g., technical assistance, consulting, etc.)

18. Contacts with Agencies Outside KSDE

RDU Staff	18.1	Are professional contacts with other R & D organizations and professional associations maintained? (memberships; publications received; documentation of joint efforts; number of professional meetings attended by staff; number of periodicals/newsletters sent to other R & D organizations; number of periodicals/ newsletters received by RDU from other R & D organizations)
RDU Staff	18.2	Has the RDU been active and effective in influencing federal and state legislation? (number of times RDU testified at committee meetings on state and federal level; increased levels of appropriations for research)
Director State Advisory Council	18.3	Has the RDU been active and effective in working with the State Advisory Council?

D. Implementation of Functions

19. Leadership and Coordination of Research Exemplary and Development

BVE Staff	19.1	Has the RDU been active and effective in developing a favorable climate for vocational R & D in Kentucky?
RDU Staff	19.2	What activities does the RDU sponsor to bring together persons conducting R & D efforts across the state for information exchange? (seminars for project directors; inservice and preservice programs)

20. Process for Determining R & D Priorities in Kentucky

Needs Assessment Results?FY 76 Priorities	20.1	Do R & D priorities reflect information collected in a needs assessment?
RDU Staff	20.2	Is the needs assessment process technically adequate?
RDU Staff	20.3	Are results from needs assessments used in a timely manner? (period between inception and adoption)

21. System for Developing Program Budgets

Guidelines Used/ RDU Staff	21.1 What guidelines are used for projecting program budgets? (written budget guidelines)
	21.2 How efficient is this system? (complaints from LEA's and other clients; percentage of project budgets set by the RDU)

22. Procedures for Soliciting, Reviewing and Selecting Projects

RDU Staff	22.1 Are timelines pertaining to the submission of project proposals sufficient to allow top quality proposals to be submitted? (present timelines, client complaints)
RDU Staff	22.2 Are the projects given notice of funding well enough in advance to allow sufficient preplanning of the project? (written policies on the subject, complaints by LEA's; number of projects funded late)
List of Project Sponsors Since 70	22.3 Is there any bias in the selection of projects for funding? (percentage of project from small and large systems, existence of a formal or informal philosophy on the subject, complaints from LEA's)

23. Procedures for Monitoring Projects

RDU Staff	23.1 Is the role of the project monitor clearly defined and communicated to the directors of projects? (job description; consistency of views between other staff members)
RDU Staff	23.2 What procedures are followed when a project is not meeting its commitments or reaches a crisis? (documentation of RDU having changed the course of a project because the project has gotten off course)
RDU Staff	23.3 What aspects of projects are monitored? (list of priorities for monitoring)
RDU Staff	23.4 What techniques are used to monitor projects? (quarterly reports from the project site; site visits, number of staff members directly assigned to the function of monitoring project sites)

24. Technical Assistance Provided to Projects

RDU Staff — 24.1 What are the technical services provided by the RDU to its client groups? (list of services)

RDU Staff — 24.2 How technically adequate are these services? (complains from LEA's)

RDU Staff — 24.3 How frequently are technical assistance services utilized by clients? (requests for technical assistance; subsequent requests for technical assistance)

RDU Staff — 24.4 What impact have these services had? (letters of thanks from LEA's, subsequent requests for technical assistance)

25. Procedures for Disseminating Information and Products from R & D Projects

RDU Staff — 25.1 How many methods are used to disseminate information outside of Kentucky? (reports, publications, tapes, films, etc.)

RDU Staff — 25.2 What methods are used to disseminate information and products within Kentucky? (reports; newsletters; brochures, seminars)

RDU Staff
RDU Sta — 25.3 What evidence does the RDU have that the dissemination process is working? (number of requests for information and materials)

RDU Staff — 25.4 Is the time lag between product completion and dissemination reasonable?

RDU Staff — 25.5 Is the dissemination process monitored to keep it responsive to client's needs? (review procedures; meetings with vocational educators to discuss the problem)

E. Client Relationships

26. Variety of Clients Served

RDU Staff — 26.1 How many different types of clients does the RDU serve? (scope of mailing list for newsletters and publications; spread of project directors across vocational service areas, secondary and post-secondary levels and geographic areas)

27. Visibility and Clarity of the RDU to Kentucky Educators

RDU Staff

27.1 What techniques does the RDU use to make Kentucky educators aware of the existance and purpose of the RDU? (number of requests for help from the RDU in the past month; variety and frequency of activities used to increase visibility, such as, newsletters, brochures, and conferences)

RDU Staff/ Telephone Conversations with Clients

27.2 How clear are clients about the role of the RDU and the services offered?

28. Client Interaction

Telephone Conversation with Clients

28.1 Are relationships with clients characterized by responsiveness to clients needs? (use of techniques to collect feedback from clients)

28.2 Openness of communication and human concern? (evidence that RDU staff are accessible to clients, evidence that the RDU has resolved conflicts successfully)

28.3 Client satisfaction? (number of thanking letters or commendations received from clients; number of requests for subsequent services from the same client)

F. Personnel

29. Background and Qualifications of Personnel

Vitae and Job Descriptions

29.1 Do RDU personnel have the requisite education and experience to serve in their respective positions?

Vitae/RDU Staff

29.2 Is the personnel mix appropriate for the tasks which the RDU is required to perform?

RDU Staff/ BVE Staff

29.3 Do RDU personnel have appropriate interpersonal relations skills, commitment, and morale to fulfill the RDU's responsibilities?

30. Opportunities to Upgrade Competencies

RDU Staff

30.1 Are RDU staff given the opportunity to upgrade their professional competencies on a regular basis? (average number of in-house in-service activities per year, average number of conferences, workshops, etc. attended per year, membership in professional associations)

RDU Staff

30.2 Is there evidence that personnel are advancing professionally? (number of publications, number of speeches at conferences, number of offices held)

31. Equal Employment Opportunities

RDU Staff

31.1 What actions has the RDU taken to insure equal employment opportunities for women, minorities, and non-residents of Kentucky? (affirmative action plan, representativeness of personnel)

G. Facilities and Support Structure

32. Physical Facilities

RDU Staff/ Inspection of Working Conditions

32.1 Is office space adequate?

32.2 Is office equipment adequate and accessible?

32.3 Are office supplies adequate and accessible?

33. Support Structure

RDU Staff

33.1 Is clerical staff adequate to handle the RDU's work load on a timely basis? (number of clerical staff, number of temporary clerical staff used)

RDU Staff

33.2 Are accounting services used? Are they accurate and available on a timely basis?

RDU Staff

33.3 Are computer services used? Are they convenient and available on a timely basis? Is the output readable and useful?

33.4 Are media services used? Are they technically adequate and available on a timely basis?

H. Costs

34. Amount of Funding

Budget for FY 71 to FY 76

34.1 Is the level of funding of the RDU sufficient for providing quality service to vocational educators of Kentucky? (total budget of fiscal years FY 1971 - FY 1976)

35. Amount of Growth and Change of Funding Sources Over Time

RDU Staff

35.1 Approximately what percentage of the total budget have the following funding sources accounted for during each of the following fiscal years.

	FY 76	FY 75	FY 74	FY 73	FY 72	FY 71
A. State						
B. Federal						
1. USOE Commissioner's Share						
2. USOE States' Share						
3. Other (specify)						
C. Other						

RDU Director

35.2 What activities, if any, have been undertaken to broaden the funding base for vocational research and development in Kentucky in the past six years? (number of new funding sources developed, number of efforts to influence vocational R & D funding legislation)

36. Balance of Funds Among Various Types of Projects and Vocational Service Areas

RDU Director

36.1 Approximately what percentage of the total R & D budget has gone into each project category since 1971?

Administration and Planning _____ %
Curriculum Development _____ %
Teacher Education _____ %
Career Education _____ %
Dissemination _____ %
Evaluation _____ %
Guidance-Placement-Follow-up _____ %
Other _____ %

RDU Director

36.2 Approximately what percentage of the total R & D project budget has gone to each vocational service area?

Agribusiness	_____ %
Business and Office	_____ %
Marketing and Distribution	_____ %
Health	_____ %
Home Economics	_____ %
Public Services	_____ %
Technical	_____ %
T & I	_____ %
Other	_____ %
Guidance and Counseling	_____ %

I. Outcomes and Products

37. Cost Effectiveness of Products*

37.1 Can the number of R & D products produced in the past five years be justified by the number of projects? (divide total budget for R & D projects by the total number of product to determine average cost per product)

38. Quality of Products

Random Sample of Products

38.1 Are the products developed technically adequate?

38.2 Do products have a pleasing visual appearance?

38.3 Are the products easily readable? (review several products selected at random)

39. Extent of Product Use

RDU Staff

39.1 To what extent have products continued to be used after funding ends? (percentage of total products still in use)

RDU Staff

39.2 To what extent have products of one project been used by other groups? (percentage of total products which have been used in places other than the original project site)

RDU Staff

39.3 What procedures does the RDU use to help insure that products will be used after RDU funding ends?

* A product refers to any instructional materials, procedures, or findings that are outcomes of either an R & D project or the RDU itself.

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40. Quality Assurance Procedures

RDU Staff

40.1 What quality control procedures does the RDU use to insure that products will be technically adequate and useful?